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ABSTRACT

A project is reported which accomplished the following objectives: (1) Developed greater awareness among high school distributive education teacher-coordinators and State and area staff toward the competency based concept as applied to the Texas DECA (Distributive Education Clubs of America) Association's competitive events program, (2) identified major research and development efforts that focused upon the competency-based approach in distributive education, (3) prepared a core of 10 teacher-coordinators to provide leadership in their area as the competency-based competitive events are implemented on a full-scale basis at the area and State levels, (4) developed a philosophy, implementation plan, and system of recognition for the events program in Texas, (5) developed competency-based competitive events for 10 occupational categories at two levels: Master employee and manager-owner, and (6) consulted with State and area staff in operating competency-based competitive events at the 1977 area and State conferences in five occupational categories at one level, master employee. About one-sixth of the report consists of the project overview; lists of recommendations on philosophy, operations, recognition, and event identification system; a list of the project staff; guidelines for writing of competitive events; and thoughts on evaluation instruments for the DECA experimental competitive events. The major portion of the document is the competency-based event summaries developed in 10 occupational areas: (1) Apparel and accessories, (2) automotive, (3) food marketing, (4) food service, (5) general merchandising, (6) hardware, (7) home furnishings, (8) petroleum, (9) retail trade, other, and (10) wholesaling. A total of 200 events are included, one for 10 different instructional areas at two levels (master employee and manager-owner) within each occupational area. Each summary includes a list of competencies the event evaluated (knowledge, skills, and attitudes) and a description of the event. (JT)

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ED137576

FINAL REPORT

A Project to Rewrite and Restructure the Competitive Events for the Distributive Education Clubs of America, Texas Association

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Gratitude is also extended to Phillip Bee, Mary Cole, Jean Huggett, Sandrea Marvel, Phillip Nichols, Ann Reed, Jim Rosson, Tom Strickland, Ron Upton, and Roy Zengerle for their creative writing in support of the competitive events; Dr. Jim Koeninger for constructing the guidelines for the events; Lynne Rhudy, National DECA, for event organization; Bob Luter, Director of the D.E. materials laboratory at The University of Texas, for event structure; Norris Young, Assistant Director of D.E., Texas Education Agency, for technical advice provided; Meredith Day and Rella Flowers for their editorial contributions; and Helen Utay for her excellent typing.

A special note of thanks to the faculty and staff of the Business Technology Department for their continuous assistance throughout this endeavor.

Distributive Teacher Education has greatly benefited from involvement in this project and we appreciate the Texas Education Agency allowing us

to direct this effort. The research, development, and training activities of this project will make a significant impact upon the implementation of the competing-based approach in Distributive Education.

William A. Speary
Principal Investigator

PROJECT OVERVIEW

Introduction

The competency-based instructional approach has made a significant impact upon Distributive Education both in the classroom and the DECA program of youth activities. The competency-based concept has made teachers become more aware of not only "what" they teach but "why" they teach a particular body of knowledge. Distributive educators have begun looking more closely at students in the classroom and providing them with what they individually need to accomplish their goals. The competency-based approach emphasizes the need to make a career decision so that classroom instruction, on-the-job learning experiences, and DECA youth activities can be designed to help the young person acquire the knowledges, skills, and attitudes that he or she needs to accomplish his or her stated goals. Distributive Education, therefore, is a vocational program designed to provide students with those knowledges, skills, and attitudes that they need to enter or advance within their chosen occupational career area.

Competency-Based Developments

The competency-based concept stems from research conducted by Professor Lucy C. Crawford[1] and staff who interviewed 400 workers and managers to determine critical tasks performed by them in their jobs. This research was carried out between the years 1965 and 1967 under an Office of Education grant. The result of their efforts produced a six-volume research paper which identified 983 competencies (knowledges, skills,

and attitudes) of job performance required by 76 occupations investigated in department store, food store, hotel/motel, restaurant, service station, variety store, and wholesaling institutions.

Further impetus for adopting the competency-based approach by distributive educators came from the formation of the Interstate Distributive Education Curriculum Consortium. The Consortium developed 500 Learning Activity Packages (LAPs) that would deliver the 983 competencies identified in Crawford's study. Each LAP contained from 1 to 14 competencies, averaging two per LAP. The number of competencies required for mastery of the individual occupation varies from 109 (Wholesaling Order Selector) to 679 (Variety Store Manager).[2]

With the increasing acceptance of the competency-based concept in the classroom, advocates of competency-based instruction turned their attention toward the competitive events program in DECA. Since Distributive Education has historically prided itself in that it uses three coordinated strategies to prepare a person for entry and/or advancement into the occupational world, the competency-based advocates encouraged DECA to consider the development of competency-based competitive events.

In 1972, a National Competitive Events Reorganization Task Force was appointed by the Chairman of the Board of Directors of the Distributive Education Clubs of America.[3] The Task Force was charged with the responsibility to evaluate the current competitive events program and make recommendations they deemed appropriate to the Board of Directors for consideration.

The Task Force, after considerable inquiry, decided to sponsor a series approach to a competency-based competitive events program on an

experimental basis. The first pilot of this approach was conducted in 1974 at the national Career Development Conference in the petroleum occupational category. In 1975, the experimental program was expanded to include petroleum and food marketing. Two additional occupational areas were added in 1976: food service and apparel and accessories. In 1977, general merchandising will be added bringing the total to five occupational categories.

With acceptance of the competency-based concept on the national level in both the classroom and DECA competitive events, state programs came under strong pressure to internalize the competency-based approach into their competitive events program. States that did not move quickly in developing a plan for implementing a competency-based approach into their competitive events program would find themselves unable to provide their members with the expertise they need to compete on the national level in competency-based events. The motivational benefits of the DECA program of activities has long been accepted by distributive educators. Therefore, distributive educators in all states began adopting the competency-based competitive events approach in consultation with National DECA who was providing leadership for this conversion.

As distributive educators became more involved in the implementation of the competency-based competitive events program in lieu of existing events, they soon realized the instructional benefits of this approach. The traditional participation events impacted upon few, if any, relevant occupational competencies needed by distributive education students. The old events had merely evolved to their present stage without considering the relevance of the events to the occupational preparation of

young people. The competency-based competitive events program using a series approach has been enthusiastically adopted by the distributive education community and the traditional participation events will be dropped following the 1977 national CDC.

It was appropriate and timely that the Texas Education Agency funded a project with The University of Houston to rewrite and restructure the competitive events for the Texas DECA Association. Under the direction of Professor William A. Speary, the project has resulted in this report and should have a significant impact upon both the Distributive Education classroom and DECA competitive events program.

Objectives

The following objectives were accomplished upon the completion of this project:

1. Developed a greater awareness among high school distributive education teacher-coordinators and state and area staff toward the competency-based concept as applied to the Texas DECA Association's competitive events program.

2. Identified major research and development efforts that focused upon the competency-based approach in distributive education.

3. Prepared a core of ten teacher-coordinators, through their participation as writers of competency-based competitive events, to provide leadership in their area as the competency-based competitive events are implemented on a full-scale basis at the area and state levels.

4. Developed a philosophy upon which the competency-based competitive events program in Texas should be established.

5. Developed an implementation plan for the competency-based competitive events program for Texas DECA.

6. Developed a system of recognition for the competency-based competitive events.

7. Developed competency-based competitive events for ten occupational categories at two levels: master employee and manager-owner.

8. Consulted with state and area staff in operating competency-based competitive events at the 1977 area and state conferences in five occupational categories at one level, master employee.

Time Sequence Summary

The project encompassed 12 months and involved teacher-coordinators, teacher-educators, consultants, state and area distributive education staff, and representatives from business and industry. The amount of time devoted to this project by the parties involved cannot be estimated. In retrospect, this project was much more consuming and demanding than had been anticipated. The following dates and activities provide an overview of the project's major activities.

1975

December 10 Transmitted project proposal to the Texas Education Agency, Department of Occupational and Technical Education.

1976

January 1 Project funded and initiated.

January 5 Notified teacher-coordinators that ten writers were needed as writers. Selection criteria was:

a. willingness to devote the time necessary to complete their project assignment

b. interest in the competency-based competitive events concept.

c. ability to write effectively.

d. a demonstrated innovative teacher-coordinator.

1976

January 19 Consulted with area consultants in selecting two writers from each area (ten writers total).

February 2 Notified selected writers.

February 18 Selected an advisory committee to provide guidance throughout the development of this project.

February 20-22 Conducted an orientation meeting for writers on The University of Houston campus. The following tasks were accomplished:

a. provided an orientation to the competency-based concept as applied to the competitive events program.

b. outlined the responsibilities of the writers.

c. selected occupational categories for which events would be developed.

d. developed an event format.

e. identified research efforts to be completed before writer's workshop in the summer.

March 8 Mailed Crawford competency lists to writers for use in identifying competencies for their respective occupational categories. It was also recommended that writers contact local business persons and trade associations appropriate to their occupational category and request their assistance in identifying competencies and event design.

June 14-15 Conducted a two-week writers conference on The University of Houston campus. Ms. Lynne Rhudy, Director of the Competency Based Competitive Events Program with National DECA, served as a consultant during this conference. Each writer developed 20 events in their occupational category.

June 21 Revision of events began and concluded on December 15, 1976.

August 9-10 Consulted with State DECA Advisor and area consultants in implementing competency-based competitive events at area and state DECA conferences.

1977

January 17 Report finalized and submitted in fulfillment of the project guidelines.

RECOMMENDATIONS

Philosophy

It is vital that a philosophy be established by Texas DECA on which the competency-based competitive events program will be established. The following recommendations are offered:

Recommendation #1: That Texas DECA adopt the nine purposes for competitive events as developed by the National DECA Competitive Events Task Force and adopted by the DECA Board of Directors. The purposes are:

1. To contribute to the development of competencies needed for careers in marketing, merchandising, and management.
2. To evaluate student achievement of the competencies through careful measurement devices.
3. To provide opportunities for student recognition.
4. To provide a constructive avenue for individual or group expression, initiative, and creativity.
5. To motivate students to assume responsibility for self-improvement and self-discipline.
6. To provide a vehicle for students to demonstrate their acquired competencies through individual and group activities.
7. To assist students in acquiring a realistic self concept through individual and group activities.
8. To help students to participate in an environment of cooperation and competition.
9. To provide visibility for the educational goals and objectives of distributive education.

Recommendation #2: That the following definition be adopted for competitive events.

> A learning activity designed to evaluate a student's development of the essential competencies needed for entry or advancement in marketing, merchandising, and management occupations, in which the student competes with other students and/or predetermined standards.

It is vital that the competitive events program be consistent with sound educational practices and must enhance educational purposes. Thus, the competency-based competitive events program will facilitate effective integration of DECA as an integral part of the total distributive education instructional program. In effect, the competency-based events are demonstrations of occupational proficiency in marketing, merchandising, and management areas, which is the goal of the distributive education curriculum.

Recommendation #3: That students be evaluated in more than one competency area as is the case in the existing competitive events. In the past, students have prepared for a competitive event in a single competency area, e.g. sales demonstration, but a competent person must be prepared in many competency areas. Research studies have shown that distributive education students need to develop competencies in as many as ten instructional areas: advertising, communications, display, human relations, management, selling, merchandising, mathematics, operations, and product/or service technology. An eleventh competency is proposed dealing with economic competencies. It is recommended that students should be prepared to participate in competitive events that draw from all eleven instructional areas.

Recommendation #4: That two levels of competency-based events be provided: master employee (basic) and manager-owner (advanced). Competencies can be identified for those persons merely entering the occupational field as compared to those planning to advance into a managerial position.

Recommendation #5: That a variety of evaluative methods be employed to measure competency in the eleven instructional areas. Competitive events should be developed to incorporate group decision making, role-playing, demonstrations, and products normally associated with certain distributive occupations (i.e., gasoline pumps, cash registers, creating displays, etc.), paper and pencil tests, in-store and on-site evaluations, etc. It is recommended that participants ought to demonstrate competency attainment in as realistic an environment as possible.

Recommendation #6: That the individual competitive events program should be focused on the career interests of the students. Students who enter a particular competitive event should have similar career goals. Therefore, competency-based events should be centered upon occupational categories.

Recommendation #7: That competency-based events be designed each year so that students will be encouraged to prepare themselves for all competencies identified in an occupational category rather than for isolated competencies.

Operations

The following timeline is recommended for implementing the competency-based competitive events in the state of Texas.

Area and State DECA Conferences, 1977:

1. Competency-based series events will be offered at the master employee level in five occupational categories: apparel and accessories, general merchandising, food service, food marketing, and petroleum.

2. One written event will be offered in apparel and accessories.

3. Evaluative data will be collected in hopes of responding to the following questions:

    a. Do the participants perceive the competency-based events as being similar to real-world demands?

    b. Do the participants learn from their participation in the competency-based events?

c. Is the event in which the participant is involved consistent with his occupational goal?

d. How effective are the following activities in preparing the participants for competency-based events?

(1) classroom instruction

(2) on-the-job training

(3) DECA

e. Within the classroom setting, what methods were available for preparation? Which method was the most beneficial?

(1) teacher-directed activities (lecture, discussion, case studies, etc.)

(2) Learning Activity Packages (LAPS)

(3) University of Texas occupational manuals

(4) textbooks

(5) others: specify

Summer, 1977

1. Competency-based competitive events will be developed for two new occupational areas: finance and credit and advertising services.

2. Notify local DECA chapters that all high school participating events will be absorbed into the new competency-based structure. Old events will be eliminated at area, state, and national competition including: advertising, display, job interview, public speaking, and sales demonstration.

3. Notify local DECA chapters that Merchandise Information Manuals and Area of Distribution Manuals will be dropped at area and state.

4. Local chapters will be notified that Student of the Year will be absorbed into the new event called Outstanding Student of the Year.

5. Prepare competency-based events to be used at the area and state conferences.

Area and Texas State DECA Conference, 1978

1. Competency-based events will be offered at both master employee and manager-owner levels including: petroleum, food marketing, food service, apparel and accessories, general merchandising, finance and credit, and advertising services.

2. A minimum of two written competency-based events will be offered.

3. The Outstanding Student of the Year will be offered.

Summer, 1978

1. Develop competency-based events for all 19 occupational categories.

2. Expand written events into all 19 occupational categories.

3. Finalize the system that will be used to identify the events--participation and written--that will be used each year at area and state DECA conferences.

4. Respond to directions taken by National DECA regarding studies in marketing, creative marketing project, and written and participation competency-based competitive events.

Recognition

The following recognition system is recommended with respect to those persons involved in the competency-based events. This system is based upon the premise that as we increase recognition, students will be more motivated to learn in order to participate effectively.

Three levels of recognition would be possible for each participant:

1. Persons achieving a minimum standard of acceptable performance as determined for each event.

2. Persons ranking first, second, and third in each competitive event at each level (master employee and manager-owner) in each occupational category.

3. Persons ranking first, second, and third in each occupational category based upon the participant's accumulated scores in all events for that category.

Event Identification System

The weakness of the competency-based competitive events program proposed by National DECA is that only ten occupational categories are proposed for inclusion in their competitive events program once the system is ultimately implemented. So that they can compete at area, state, and national levels, students will select those occupational categories that are offered at area and state rather than selecting the category that best fits their occupational interest area. We must not allow the competitive events program to dictate the occupational decisions by distributive education students. However, if we do not provide competency-based competitive events in all 19 occupational categories, the opportunity to participate in DECA competitive events at area and state will cause students to select those occupational categories that will be offered. Therefore, the following recommendations are offered:

Recommendation #1: That teachers will present two units at the beginning of each school year: Exploration of Marketing and Distribution Occupations and Self-Analysis Toward the World of Work. In the exploration unit, the teacher will present the 19 occupational categories for which distributive education is designed to provide preparation. A variety of methods can be employed to explore the occupational categories: guest speakers, films, lectures, research studies, etc. The self-analysis unit would encourage the student to consider his or her individual abilities, interest, and desires in light of an occupational choice. Upon completion of both units, the student will be requested to select an occupational category. For the purpose of competition at area and state DECA conferences, this occupational category will serve as the direction for the student's participation in competition. For example, if the student selects food marketing, then, he or she would be able to compete in food marketing at area and state conferences.

Recommendation #2: That teacher-coordinators will submit a list of their students and their occupational goals on or before October 15 to the State DECA Advisor. A frequency chart will be prepared for the occupational goals identified and competency-based events will be provided where there is justification to do so at the area and state levels. For example, if there are only 15 or 20 students interested in a particular occupational category then probably a competency-based competitive event will not be offered in that occupational category for that year. Each year the reporting, compilation, and selection process will be repeated. The competency-based competitive events program will be dynamic depending upon the goals of the students enrolled in the program for that particular year.

Recommendation #3: The State DECA Advisor will communicate to all programs the competency-based events that will be conducted for that year. It is possible that one area of the state may justify a particular competency-based event whereas in another part of the state there may be no interest. Therefore, area events will be offered when numbers are justified. If an area does not justify an area level event but the state plans to offer the event at the state level, it is recommended that area representatives be selected to participate at the state level.

Recommendation #4: That students will be placed in the level that fits their tenure in the program. Students in their first year of distributive education will be placed in the master employee level (basic) and for those in the second year, the manager-owner level (advanced).

Recommendation #5: That the competency lists on which the area and state competitive events be based upon the soon-to-be published An Encyclopedia of Competencies for Marketing and Distribution by the Instructional Materials Laboratory at The University of Texas.

Recommendation #6: That the competency lists to be used for national entries be acquired from the DECA Related Materials Service.

Recommendation #7: That a contract be negotiated with The University of Houston to provide continuous development and guidance of competency-based competitive events to insure updating and revision of events and to provide continuity in the program.

BIBLIOGRAPHY AND FOOTNOTES

[1]Crawford, Lucy C., Associate Professor, Virginia Polytechnic Institute, Distributive Education program.

[2]Learning Manager's Guide (Madison, Wisconsin: Interstate Distributive Education Curriculum Consortium), Second Edition.

[3]Lynch, Richard L., "Competency-Based Competitive Events for the Distributive Education Clubs of America." A paper presented to the Professional Division of DECA at the Career Development Conference in Chicago, Illinois, May 9, 1976.

[4]Competency-Based Competitive Event Handbook (Reston, Virginia: Distributive Education Clubs of America), 1976.

APPENDIX A

Project Staff

Director

Professor William A. peary, Associate Professor of Business Technology, College of Technology, University of Houston, Houston, Texas.

Writers

1. Bee, Phillip, Petroleum and Automotive, Falfurrias High School, Falfurrias, Texas, Area IV.
2. Cole, Mary, Wholesale Merchandising and Retail Trade, Highland Park High School, Dallas, Texas, Area II.
3. Huggett, Jean, Apparel and Accessories and General Merchandising, Westbury High School, Houston, Texas, Area III.
4. Marvel, Sandrea, Home Furnishings and Hardware, Rider High School, Wichita Falls, Texas, Area VI.
5. Nichols, Phillip, Food Services and Food Marketing, Brazoswood High School, Freeport, Texas, Area III.
6. Reed, Ann, General Merchandising and Apparel and Accessories, Denton High School, Denton, Texas, Area II.
7. Rosson, Jim, Retail Trade and Wholesale Merchandising, Big Springs High School, Big Springs, Texas, Area I.
8. Strickland, Tom, Automotive and Petroleum, Hughes Springs High School, Hughes Springs, Texas, Area II.
9. Upton, Ron, Food Marketing and Food Service, Kermit High School, Kermit, Texas, Area I.
10. Zengerle, Roy, Hardware and Home Furnishings, Spring High School, Spring, Texas, Area III.

Consultants

Dr. Jimmy G. Koeninger, Associate Professor of Business Technology, College of Technology, University of Houston, Houston, Texas, (formerly of Oklahoma State University, Stillwater, Oklahoma).

Dr. Robert Luter, Director, Instructional Methods Laboratory, University of Texas, Austin, Texas.

Ms. Lynne Rhudy, Director, Competency-Based Competitive Events, National DECA, Reston, Virginia.

Secretaries

Meredith Day

Rella Flowers

Julie Gates

Helen Utay

APPENDIX B

The Writing of Competitive Events[4]

Without a doubt, the key to a successful competitive events program is the development of fair, valid, and reliable competitive events. If the events themselves are unfair or invalid, students and teachers leave the Conference considerably disillusioned. This new approach to competitive events enables each State and District to develop their own events. State Advisors no longer need to depend upon the Staff of National DECA for leadership in writing events.

It is recognized that valid competitive events are difficult to create and write. Not everyone is competent to write competitive events, and it is a fallacy to believe otherwise. State DECA Advisors are encouraged to give very careful consideration to the selection of the writers of the competitive events. Be sure that the writers do fully understand and utilize appropriate curriculum and curriculum materials in the training of distributive education students, that they are fairly creative and use a variety of methods in teaching distributive education, that they have actual work experience in the occupational category for which they are writing events, and that they can write in a clear, concise, and correct manner.

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[4]Lynch, Richard L., "Competency-Based Competitive Events for the Distributive Education Clubs of America." A paper presented to the Professional Division of DECA at the Career Development Conference in Chicago, Illinois, May 9, 1976, pp. 17-23.

The following are suggestions for writing the individual competitive events at District and/or State levels and are based upon the experiences from the National Writers' Workshops:

1. Utilize writers who meet the criteria as established above and then provide them with in-service training on the development of competency-based events.

2. Review with the writers the philosophy and rationale behind the competitive events experimental program (section A of this manual).

3. Have the writers choose the occupational category, the level (master employee or manager-owner), and the instructional areas in which they would like to write competitive events. This, of course, should be related to their previous occupational experience and their own perceived level of competence. It might be appropriate, for example, to have ten persons write competitive events in each occupational category. A person in the occupational category could possibly write two competitive events in each instructional area; one event at the master employee level and one at the manager-owner level.

4. Have the writers carefully review the competencies which have been identified and published for the competency-based competitive events. These competencies were considered the most important for the various instructional areas (human relations, selling, mathematics, etc.) at the appropriate level (master employee or manager-owner) for the appropriate occupational category. The competencies to be thoroughly studied will relate, of course, to the competitive event(s) which that person is writing.

5. Have the writers examine school curriculum and industry training materials and talk with employees in the industry to ascertain how the competencies are currently being developed. Also, the writers should study how the competencies are currently being evaluated in both educational and industry settings. For example, if one of the competencies is skill in operating a cash register, then the writer should examine how this competency is evaluated in both industry and educational settings.

6. Have the writers in an occupational category brain-storm methods to evaluate the competencies. They should probably consider such methods as video taping, operating

equipment, on-site demonstrations (i.e., in a store, restaurant, or service station), case problems, role-playing, classroom demonstrations, presentation to judges, writing solutions to problems, making a creation (i.e., a display or an advertisement), paper and pencil tests, etc. The writers should "coordinate" the methods, so that not all are using the same methods.

7. It is then time for the writers to begin to prepare the event. It is suggested that they identify only those competencies which can reasonably be evaluated in not more than an hour's time slot for each instructional area. Events should be organized around 15, 30, 45, or 60-minute time slots. The competencies should be congruent or "fit into" an event.

8. For those competencies selected, the writers may wish to identify behavioral objectives by asking the question: What should the student be able to do if he/she is to demonstrate that he/she possesses the competency? This is not an absolute necessity in the writing of events, but has proven helpful to many writers.

9. Next, the writers should prepare a brief description of the competitive event. A sample description might be: "The participant will receive a telephone call from a customer who has car trouble. The participant will be evaluated on communication skills in resolving this problem with the customer."

10. From this brief description, the writer should develop a student's instruction sheet. This sheet should be written in the second-person (i.e., "You are to answer the telephone as soon as it rings..."). This is the sheet that will be handed to the participant as soon as he/she enters the room where the competitive event is being held. It should be very specific and describe to the student exactly what is expected to successfully compete in this event. Writers should consider such items for the instruction sheet as role the student is to assume, special precautions, specific data or facts to remember, the role the judge may be playing, materials needed, parameters for the event (what can and cannot be done or said), time framework, etc. After reading this sheet, that participant should have all questions answered before competition begins. Note: If the event utilizes a case problem which the participant needs to study as part of the actual competition, it should be provided on a separate sheet of paper.

11. The writer will then need to develop judge's instruction sheets. Items to be considered on this sheet include a brief description of what the participant will be doing,

role the judge is to assume, time frame for the event, evaluation suggestions, materials provided, parameters on what should or should not be said or done, special guidelines for role-playing situations or case problems, etc. The writer must be very thorough so that all questions the judge may have are answered. It is most important that all of the judges follow the same procedures.

If needed, writers should develop instructions for proctors. This will probably only need to be done if a "professional" judge is not needed. The writer will need to describe in detail the scoring procedures, including tie breakers and provide a key for the event.

If the event involves participation by personnel other than professional judges or proctors (i.e., customers, job applicants, employees or employers, etc.) the writer must write specific directions for these persons. Again, thoroughness is crucial as all participants must follow the same procedures.

The writer should then develop the evaluation criteria which will be used to judge the participant. A rating form for a participating event, an answer sheet for a paper and pencil test, the factors to be examined on a problem-solving case study, etc., will need to be developed. Care must be exercised to insure that these measurement devices are valid. They must reflect the intent of the competency. The measurement devices (the rating forms) have always been criticized at competitive events conferences. It is therefore crucial that they be very specific and valid with respect to the competencies being tested. The next section in this manual provides State Writing Directors and/or Writers with some suggestions for developing evaluation instruments.

The States or Districts should plan to award honorable mention or provide recognition to those participants who achieve a minimum level of performance for the events. To do this, each writer will need to identify the minimum score for the event that the writer considers to be acceptable. These minimum-acceptable scores must then be added to determine the minimum-acceptable standard of performance for the instructional level in the occupational category. For example, Writer A has written Human Relations, master employee, Petroleum, and considers 60 to be minimally acceptable on the rating scale; Writer B has written Mathematics, master employee, Petroleum, and considers 70 to be minimally acceptable for this event; Writer C has written Merchandising, master employee, Petroleum, and considers 50 to be minimally acceptable for this event, etc.

All of these minimally-acceptable scores must be added to determine the over-all minimum performance standard for the master employee series in Petroleum. Any student whose total score is above this minimum (180) receives recognition at the Awards Banquet. These minimum scores should be validated with industry representatives and be realistic utilizing an "average" employee as a base of reference.

16. The writers will need to write any special instructions for State/District Advisors. Items to consider include: administrative suggestions (i.e., time frames, procedures to follow to brief participants and judges, and items needed for the event), facilities, equipment and/or materials needed, including a proposed diagram of the set-up; advance directions to send to students, personnel needed (i.e., event chairperson, number of assistants, number of judges, number of proctors, etc.). Minimal level of acceptable performance for event and the procedures to follow in the event of ties. This is a crucial aspect for the administrator of these events. It is especially important that the writer identify and advance directions which should be sent to participants. Such items as appropriate attire to wear to the competitive event, calculators or other materials to bring, etc., should be specifically described for the participant.

17. As a final check, the writers are strongly encouraged to take a list of the competencies they are testing, the brief description of the event, the student's instruction sheet, the judge's instruction sheet, and the evaluation instrument to an advisory committee consisting of at least three individuals employed in the industry for their review and suggestions.

As the State Advisor or District Advisor, it is suggested, in summary, that you have all the writers turn into you the following:

(a) Their name, address, phone number.

(b) Competencies tested in this competitive event.

(c) Behavioral objectives for this event (optional).

(d) A brief description of this event.

(e) Participants' instructions (including case problems, tests, etc.).

(f) Judges instructions.

(g) Proctor instructions (if appropriate).

(h) Other personnel instructions (if needed).

(i) District/State Advisor directions.

(j) The evaluation instrument(s) and directions.

As an Advisor, you will then need to disseminate to all the Chapters the special instructions for participants.

You will then need to duplicate the participants' instructions and needed materials, the judge's instructions, any other instruction sheets, and the evaluation instruments for the District/State Conference.

Original copies of all materials should be retained by you for State/District files.

APPENDIX C

SOME THOUGHTS ON EVALUATION INSTRUMENTS FOR THE DECA EXPERIMENTAL COMPETITIVE EVENTS[5]

Perhaps one of the most difficult -- and yet crucial -- aspects of the competitive events program is the development of valid evaluation instruments for all of the competitive activities. To promote fairness and to facilitate learning, it is imperative that the evaluative instruments actually measure competency performance and those aspects of competency development that are important and relevant to the competency being evaluated. The purpose of this section is to synthesize for competitive event writers and writing directors some suggestions for competitive event evaluation as gleaned from experience at the National Writer's Workshops, educational measurement textbooks, conversations with educational measurement specialists, and common sense.

Suggested Guidelines for the Evaluative Process

The following are suggestions for competitive events writing directors and writers with respect to organizing and/or "thinking through" the evaluative process:

(1) It is suggested that writers consider utilizing the expertise of an educational evaluation specialist. However, this person must understand the competency approach to curriculum development and criteria-referenced evaluation. Give the person a listing

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[5]Dr. Richard L. Lynch, "Some Thoughts on Evaluation Instruments for the DECA Experimental Competitive Events," Competency-Based Competitive Events for the Distributive Education Curriculum Consortium, pp. 24-30.

of competencies and then ask the person to create with the group methods which are potentially usable in order to evaluate the competencies. This person should then work on a one-to-one basis with writers as they develop and refine their evaluation instruments.

(2) If it is not possible to utilize such a person, it is suggested that writing directors and writers become familiar with varying educational evaluation methods. Selected chapters in most educational measurement textbooks will usually provide suggestions for various measurement devices. Textbooks especially emphasizing criterion-reference testing will be most beneficial.

(3) Writers should plan to spend as much time developing the evaluation method or instrument(s) as they do the event. It is absolutely crucial that the event(s) be valid and reliable. Be certain that adequate thought and time is devoted to the evaluative phase of the event.

(4) The writers should spend considerable time in creating ways in which to measure the various competencies in each event. This can probably be done through small group work by having the writers in each occupational category describe the competencies to be tested and then brain-storm evaluative methods and suggested instruments to be used. It is important that a variety of methods be used. It is also important that common sense prevail. It is probably not possible to have three to five judges for all events because of the number of selections that will be needed to run certain events, especially those that involve participatory activity. Therefore, some paper and pencil tests and/or evaluative methodologies not involving a considerable number of judges will need to be developed.

(5) Be sure all competitive events have an equal number of total points, i.e., 100. It is generally not possible to have one event total 50 points and another total 100 because of the accumulative-point effect in determining series winners. Decide the total points to be given for each competitive event and develop evaluative instruments accordingly.

(6) Decide what percentage of the total points available for the event should be given to each competency tested in that event. This, of course, is a subjective determination on the part of the writer based upon an educated guess; however, some competencies usually are obviously "more important" or complex than others and should therefore be worth more points. Then develop the items for the evaluation instrument which relate to that competency accordingly.

(7) Be certain every item appearing on the evaluation instrument has direct relevancy to the competency or competencies being tested. Do not permit the evaluation instrument to contain points for items that are not reasonably obvious from the competency. For example, the writer may be testing five competencies in the selling instructional area that deal with approaching customers, analyzing customer's needs, closing a sale, suggesting additional merchandise, and handling a cash transaction. Nowhere do these competencies imply that one should be evaluated on such competencies as appearance, handling a charge sale, or responding to a customer complaint. Therefore, these items should not appear on the rating instrument.

(8) Have the evaluative instrument examined by others for integrity. Certainly the writing director, other writers in that occupational category, and perhaps an educational measurement specialist ought to agree that the instrument is valid and does reflect measurement of the competencies. They should also agree that the instrument reads clearly, is easily understood, has adequate directions, and is free from misinterpretation. As a final check, it is strongly suggested that the entire competitive event -- and especially the evaluative instrument -- be closely examined by at least three persons who are employed in the occupational category. If these persons understand the event and the evaluative instrument and agree that it has face validity, then the event can be offered at the leadership conference.

(9) Each State/District should consider testing the event and the evaluative instrument(s) prior to the leadership conference. Test it at the writer's workshop (i.e., run the writers through the events), at summer conferences, with distributive education students, or in distributive teacher education classes at a university. This should provide early any problems with the event and/or the evaluative instrument(s).

(10) It is further suggested that all evaluative instruments completed at the leadership conference be examined at the conclusion of the conference. Some sort of statistical analysis ought to be done on each item on the rating sheets or paper and pencil tests to determine discriminating and non-discriminating items. Again, an educational evaluation expert or researcher can be of great assistance in this endeavor.

Evaluation Techniques

With respect to the competency-based competitive events program, major focus is upon criterion-referenced tests. This means that student

competency is being measured against a performance standard or a given "criterion of behavior." Any test-item in a criterion-referenced test must be representative of the tasks identified in the behavioral objectives as written from the competency. That is why it has been suggested that behavioral objectives be written from each competency; this will permit identification of components of the competency and then the performance criteria can be described more carefully.

Any good educational measurement textbook can provide numerous listings of methods or media in which to evaluate competencies. The following have already been utilized in the writing of competency-based national events:

--Observation of behavior by qualified judges with valid rating instruments.

--Oral reports to judges and/or tape-recorded reports.

--Written activity (i.e., manuals, solutions to problems, case studies, planning, buying, or promotional activities, development of training manuals, etc.).

--Paper and pencil tests.

--Actual performance in industry environment.

--Construction of displays, advertisements, traffic flow charts, etc.

--Video-tape, slide-tape, etc., presentations with accompanying written and/or oral questions and written and/or oral responses.

--Filmed human relations/communications problems.

--Role-playing.

--Operation of equipment in simulated environment or in industry.

--Completion of typical industry forms or reports (i.e., inventory records, sales checks, bank deposit slips, order forms, etc.).

--Analysis of completed industry forms or reports.

--Team events and observation of team efforts.

--Telephone (teletrainer) activity.

--Interviewing.

Development of Evaluative Instruments

All teachers are quite familiar with paper and pencil tests and little additional comments will be made about such usage here. It is interesting to note, however, that few paper and pencil tests are criterion referenced. In fact, measurement experts seem to agree that most teacher-made paper and pencil tests measure items which the teacher does not really consider to be very important but which are convenient to measure. Generally, test analysis persons have found that three-fourths of the questions on examinations require students to merely recall facts and figures that they have been "taught." This certainly does not mean to denigrate the use of paper and pencil tests; in fact, they are usually considerably more reliable and valid than rating scales, check lists, and other observation techniques. However, for purposes of competitive event development, great care should be devoted to insuring that all paper and pencil test items are directly related to knowledge or attitudes needed for the competency. Some competencies in some instructional areas -- mathematics, merchandising, product and service technology, for example -- may best be measured through a paper and pencil activity. Again, it is crucial that the test items do measure the competency and all care should be taken to insure that this is true.

Since much of the measurement of competitive events will probably be based upon observation, further comment about the development of appropriate observation techniques is warranted. There are generally four

methods that can be utilized in observation and each will be briefly discussed: ranking, rating, check lists, and product scales.

Ranking. Ranking is a rather low level of measurement. All that is attempted is an ordering of the participants according to the merits of the procedures they followed or the products they created. Generally, ranking is fairly reliable if there are only a very few items upon which to rank and provided, of course, the judge(s) is competent. As the basis for the ranking broadens, the reliability tends to drop.

Rating. Rating scales are very popular in criterion-referenced evaluation and will undoubtedly be used fairly extensively in competitive events. The most common rating device is the continuum form. Here, the writer identifies those items from the competencies which are to be measured. The continuum may be divided into as few as two positions or as many as the writer wishes and can justify in terms of an importance to the over-all event. For example, one item on an evaluation instrument might appear:

TELEPHONE ANSWERING TECHNIQUES

	YES	NO
(1) Answered on first or second ring	3	0
(2) Identified company	3	0
(3) Identified self	3	0
(4) Acknowledged customer's name	3	0

This indicates a continuum that is divided into two positions. The participant either performed correctly on the specific item and received three points or did not perform correctly and received no points.

The following is an example where the writer developed four positions on the rating scale:

DEVELOPMENT OF THE CALL

	EXCELLENT	GOOD	AVERAGE	POOR
(1) Gave explanations effectively	7	5	3	1
(2) Asked leading questions	7	5	3	1
(3) Made inquiries tactfully	7	5	3	1
(4) Volunteered helpful information	7	5	3	1
(5) Fit service descriptions to customer vocabulary	7	5	3	1

As is obvious from the illustration, this writer chose to allow the judge to be discriminating in the awarding of points. The judge is instructed to identify the merit of the participant's performance on each item and check an appropriate point along the continuum. Obviously, the judge must be well instructed as to what constitutes "excellent," "good," "average," and "poor" and specific directions should be written for each of these terms somewhere on the evaluation form.

Check Lists. Check lists are merely a means of "checking off" whether something has or has not occured. We are generally familiar with these as department activities in elementary schools! An example of how a check list might be used in competitive events would be to ask each student to develop a listing of items which would be used to instruct employees in a service station on safety techniques. The evaluative instrument might look like this:

Did the participant include the following....

	YES	NO
Do not overflow the tank	_____	_____
Do not permit smoking on island	_____	_____
Do not service car with motor running	_____	_____
Do not fill glass container with gasoline, etc.	_____	_____

A master list of safety features would be prepared in advance by the writer and the participant's list checked against the master list to

determine total items identified.

Product Scales. A product scale is a carefully selected series of products representing various levels of quality. Each product is usually given a letter grade or number, i.e., A through E or 1 through 5. This scale is usually developed to allow for evenly-spaced product assignments along an "inferior-superior" continuum of quality. This may be best illustrated for competitive event purposes with the display instructional category. Judges might be asked to classify display creations in one of five categories; A being those most superior, and E being those most inferior. Perhaps pictures could be taken of all displays and then at the end of all sections, the same process could be repeated to determine over-all winners. This process has often been used in instrumental and vocal music competitive activity to determine Division I, II, and III ratings.

Writers are encouraged to examine these types of instruments and determine the one(s) most suitable for the competitive event. Incidentally, it certainly is possible to utilize more than one type of evaluative instrument for a competitive event. A writer may wish to test some competencies with a check list. It is suggested, however, that there only be one evaluation instrument or, if that is not possible, a fool-proof process be developed to assure that all evaluations are recorded by the Tabulators.

Minimal Level of Performance

All writers must determine a minimal level of acceptable performance for their competitive event. To determine this level, the writer should

identify the absolute minimum that can be accepted for competence on any given item on the evaluation instrument. The minimums for all items should then be added to determine the minimum level of acceptable performance for the event. This minimum identified for the event should be agreed upon by all of the writers in that occupational category, the writing director, and representatives from industry. The minimum for each item on the evaluation instrument, as well as the minimum for the event, should be communicated to the judges.

Finally, the writer should determine a system to use in the event ties occur for first, second, and third place ranking in an event. It is suggested that the writer identify factors on the evaluation sheet that are measuring the most important competencies and utilize those on tie breakers. Then, the writer should instruct tabulation personnel in which order to consider factors on the evaluation sheet. For example, the writer might state: "In the event of a tie, utilize factor three as the tie breaker. Whoever has the highest score on factor three should be declared the winner. If the score is the same on factor three, check in order the following factors: seven, one, eight, six, two, four, ten, nine."

The following are two examples of "rough forms" of rating sheets that identified the minimum level of acceptable performance and two procedures for tie breakers. Note that a rating sheet for a combination event that includes measurement of competencies in selling and mathematics has been included. Also, one evaluation form for measuring competencies in human relations has been included. The minimal level for each factor being evaluated has been underlined. Tie breakers have been included.

APPENDIX D

COMPETENCY-BASED EVENT SUMMARIES

Note: Competency-based events were developed in ten occupational categories. Within each occupational category, events were developed for ten instructional areas at two levels -- master employee and manager-owner. All total, 200 competency based events were developed and have been placed in an event bank that will be used for designing competency-based events at area and state level DECA conferences.

APPAREL AND ACCESSORIES

Master Employee

Advertising

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of the fact that advertising is a form of pre-selling--a tool which catches attention, arouses interest, creates a desire for the product, and induces action to buy.

1.2 Of the fact that the available quantities, prices, sizes, colors, etc., of advertised merchandise should be checked before the ad breaks.

1.3 That advertising should be supplemented by attractive displays and an efficient, informed sales force.

1.4 Of merchandise and services that may be suggested to "go with" advertised goods for multiple sales and increased customer satisfaction.

2.0 Skill:

2.1 In preparing a department for an advertisement in order to gain maximum results from the advertising department.

3.0 Attitude:

3.1 That it is necessary to know the facts about merchandise being advertised, such as what is being advertised, prices, brand names, available sizes, colors, styles, models, etc., in order to better promote or sell it.

B. DESCRIPTION OF THE EVENT

In this event the participant is an employee in a boy's department. The buyer has asked the participant to prepare the department for an ad that is running the next day. Neither the buyer nor any other regular employees are available to help the participant -- only an "extra" floater. The participant will verbally describe the steps to be taken to properly set up the department and prepare for the ad.

Communications

A. COMPETENCIES THIS EVENT EVALUATES
1.0 Skill:
1.1 In listening to, reading, and following directions.

1.2 In completing a job application form.

B. DESCRIPTION OF THE EVENT

In this event the participant will complete a job application form for a position for which he is qualified in the apparel and accessories market.

Display

A. COMPETENCIES THIS EVENT EVALUATES
1.0 Knowledge:
1.1 Of the fact that displays can help promote multiple sales if several coordinating items are displayed together.

2.0 Skill:
2.1 In preparing merchandise for display so that items are shown at their best without wrinkles, price tags showing, etc.

2.2 In using color, texture, harmony, balance, and proportion in display construction.

3.0 Attitude:
3.1 That each display in the department of a store should be analyzed in terms of its fashion message so that message can be reinforced for the customer in the sales presentation.

B. DESCRIPTION OF THE EVENT

In this event the participant will construct an appliqued wall display from a selection of merchandise and decorative props provided. After construction of the display, the student will answer several questions asked by the judges about the display.

Human Relations

A. COMPETENCIES THIS EVENT EVALUATES
1.0 Knowledge:
1.1 That if internal theft is suspected, one becomes an accessory to the crime if one does not report the incident.

2.0 Skill:
2.1 In maintaining an objective point-of-view in problem situations.

2.2 In reporting suspected internal theft to management confidentially and with a minimum of disturbance.

3.0 Attitude:
3.1 That an employee's satisfactory job performance includes not only what he does, but also how he influences other people, whether positively or negatively.

B. DESCRIPTION OF THE EVENT

In this event the student will be given a problem in human relations to solve. The situation involves a case of suspected internal theft, and the observer (student) doesn't really "have" to get involved. The participant will make notes and present his solution to the judge.

Management

A. COMPETENCIES THIS EVENT EVALUATES
1.0 Knowledge:
1.1 Of store policies in regard to credit charges and credit limits, authorizations, etc.

2.0 Skill:
2.1 In determining in various situations the most efficient way to get the job accomplished.

3.0 Attitude:
3.1 That employee discounts must be handled strictly within the framework of store policy to avoid taking unfair advantage of this privilege.

3.2 That special customer services and accommodations build customer goodwill and help to increase sales.

3.3 That to improve delivery service, transactions should be recorded accurately and legibly, and delivery dates promised carefully.

B. DESCRIPTION OF THE EVENT

In this event the participant will be given a series of typical "problems" that might confront a salesperson in a typical afternoon. The participant is to determine priority for handling each problem, why each problem should be handled in that order, what to do, and the reasons why for each of the given problems.

Mathematics

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of the percentage of net profit after taxes made by the average apparel and accessories store or department.

1.2 Of the effect of multiple sales on selling costs and store profits.

1.3 Of appropriate techniques for length, weight, and quantity measurement.

1.4 Of the fact that the primary function of business is to make a profit.

2.0 Skill:

2.1 In accurately performing addition, subtraction, multiplication, and division of whole numbers, decimals, and fractions.

2.2 In translating fractions and decimals into percentages and percentages into fractions and decimals.

2.3 In making change and using the cash register.

2.4 In being able to properly and correctly handle employee discounts.

2.5 In computing gross pay under straight salary, straight commission, salary + commission, and quota bonus plans.

3.0 Attitude:

3.1 That merchandise is money and must be handled as such.

B. DESCRIPTION OF THE EVENT

In this event the participant will demonstrate mathematics skills, knowledge, and attitudes by taking a written test.

Merchandising

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of the amount on hand of various items which is considered an adequate supply.

2.0 Skill:

2.1 In preparing merchandise for reordering or unit control counts.

2.2 In interpreting consumer demand as it applies to the merchandise in the selling department.

2.3 In placing basic stock reorders as soon as the need is discovered to assure depth of stock on wanted merchandise.

3.0 Attitude:

3.1 That merchandise is money and must be handled as such.

3.2 That stockkeeping errors or losses affect company profits and ultimately affect employees' salaries and benefits.

3.3 That the buyer must be kept informed on low quantity points of staple stocks.

B. DESCRIPTION OF THE EVENT

In this event the student will be given a case study of a salesperson assigned to merchandise a basic stock area, jeans. The participant is to outline what his major duties would be as a salesperson in charge of this area. A presentation will then be made to a judge.

Operations

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Skill:

1.1 In checking in merchandise to the store department.

B. DESCRIPTION OF THE EVENT

In this event the participant will be given two packages of merchandise. He will be told that both packages have been ordered by the store and both are reorders of merchandise that is on the selling floor. He is to check in both packages and indicate how he would obtain the additional information necessary to mark the merchandise and get it out to the selling floor.

One of the packages will contain an invoice. The other package has no accompanying paperwork.

Product and/or Service Technology

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of fabrics and other materials and finishes used in construction of apparel and accessories.

1.2 Of basic construction techniques used in apparel and accessories, and how to justify cost in terms of quality construction and materials.

1.3 Of the value of designer and brand names in product identification and in interpreting value to the customer.

1.4 Of the sizes, colors, styles, and prices in which merchandise is available.

1.5 Of the current fashions and new trends.

1.6 Of the sources of merchandise information, such as the merchandise itself, handtags and labels, leaflets, box covers and price tags, consumer and trade publications, and the department buyer or manager.

2.0 Skill:

2.1 In translating merchandise label information into selling points.

2.2 In interpreting merchandise guarantees and directions to customers.

2.3 In expressing customer benefits that accompany merchandise benefits.

3.0 Attitude:

3.1 That usually a customer buys services and benefits of a product rather than the product itself.

3.2 That merchandise information can be gained by handling the merchandise and by using it.

B. DESCRIPTION OF THE EVENT

In this event the participant will construct a product analysis form using one of the three products that he has brought with him to the event.

Selling

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of the five buying decisions that must be made before any sale is completed.

1.11 What is needed.

1.12 When to buy.

1.13 Where to buy.

1.14 How much to pay.

1.15 Which of the selection to choose.

1.2 Of how to use this knowledge in the sales presentation.

1.3 Of how to provide information about merchandise which will create desire or interest in customers.

1.4 Of the procedures involved in conducting a cash or a charge sale transaction.

1.5 Of the procedures involved in writing out sales checks.

1.6 Of the selling features of products and/or services.

2.0 Skill:

2.1 In justifying prices of items in terms of benefits to the customer.

2.2 In using effective selling phrases and merchandise descriptions.

2.3 In selling over the telephone.

2.4 In opening a sales conversation with a suitable statement or remark.

2.5 In sensing a customer's objections and handling them as effectively as possible.

2.6 In coordinating merchandise with related items in an attempt to increase the amount of the sale.

2.7 In questioning, observing, and listening in order to complete a successful sale.

2.8 In determining when to close a sale.

3.0 Attitude:

3.1 That genuine enthusiasm for merchandise during a sale will help create desire or interest in the customer.

3.2 That displaying a genuine interest in the customer's problem will have a very positive influence on the success of the sale.

B. DESCRIPTION OF THE EVENT

In this event the participant will sell an item(s) of apparel and/or accessories over the telephone to a customer for a gift.

APPAREL AND ACCESSORIES

Manager/Owner

Advertising

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of the significance of brand names in that they are likely to create customer preference and establish a company or product in the customer's mind.

1.2 That advertising is a form of pre-selling -- a tool which catches attention, arouses interest, creates desire for the product, and induces action to buy.

1.3 Of the fact that advertising gives an idea of current fashion and of fashion trends to come.

1.4 That advertising should be supplemented by attrative displays and an efficient, informed sales force.

1.5 That sign copy should be requisitioned to accompany ads for displays in the department.

2.0 Skill:

2.1 In preparing information for advertising copy that will create customer desire.

2.2 In preparing sign copy to back up advertisements.

3.0 Attitude:

3.1 That advertising, to be successful, must be believed by the customer.

B. DESCRIPTION OF THE EVENT

In this event, using merchandise that the student has brought with him/her, the student will prepare an advertising fact sheet and a sign shop requisition for an upcoming ad.

Communications

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Skill:

1.1 In conducting effective department-employee meetings.

1.2 In using speech and vocabulary effectively.

1.3 In talking pleasantly and clearly, conveying spirit and enthusiasm in speech.

1.4 In selecting and using words suitable to the nature of the article of merchandise or the service being sold.

2.0 Attitude:

2.1 That communication is a two-way process between management and employees.

2.2 That management has a responsibility to keep informed of technical advances and new methods in marketing and distribution by reading trade journals and publications.

2.3 That attending departmental or store-wide meetings is a good way to keep informed on promotions, changing methods and operations, new fashion trends, etc.

2.4 That keeping up-to-date on current trends and techniques through reading trade and consumer publications and attending courses for growth and development are marks of a professional.

B. DESCRIPTION OF THE EVENT

In this event, using merchandise brought by the student, the participant will organize and give a 5-10 minute departmental sales staff meeting.

Display

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 That the image promoted by a display will be a negative one if displays are not kept neat, clean, and complete.

1.2 Of the best arrangements for merchandise on counters, tables, fixtures, and shelves.

1.3 That displays can help promote multiple sales if several coordinating items are displayed together.

1.4 That displays must be changed frequently to provide the variety and merchandise excitement that today's customer demands.

1.5 That departmental displays have only a few seconds to stop the passing customer, therefore, they must be designed with maximum attention-getting qualities.

1.6 Of the housekeeping procedures necessary for the proper upkeep of departmental displays of merchandise.

1.7 Of the fact that employees often have excellent display suggestions and should be allowed to use their own creativity for some displays.

2.0 Skill:

2.1 In preparing merchandise for display so that items are shown at their best, without wrinkles, price tags showing, etc.

2.2 In arranging counter displays of merchandise.

2.3 In using color, texture, harmony, balance, and proportion in display construction.

2.4 In displaying merchandise as it can be used.

3.0 Attitude:

3.1 That color plays an important part in the customer's acceptance of merchandise.

3.2 That displays should be used to illustrate sales presentations.

3.3 That customer and employee safety must be considered in display construction.

B. DESCRIPTION OF THE EVENT

In this event the student participant will be given a set of decorative props and counter top display fixtures from which to choose, and will be assigned a group of coordinating and non-coordinating merchandise. The student will outline the main points of a departmental sales staff training meeting he/she is supposedly going to give to show the staff how to construct effective displays. The evaluation will be based on display knowledge, not on communications skills.

Human Relations

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of how to motivate others for best performance.

1.2 Of how to get results through people by practicing effective human relations.

2.0 Skill:
2.1 In looking for good points to commend before offering corrections and criticisms.

2.2 In using a creative approach to problem-solving.

2.3 In working cooperatively with fellow employees, supervisors, and management, and being aware of their needs and motivations.

3.0 Attitude:
3.1 That the effective supervisor must be a leader whose job is to achieve results through other people.

3.2 That good human relations improves employee morale by encouraging cooperation, generating happiness, and creating harmony.

B. DESCRIPTION OF THE EVENT

In this event the student will be given a human relations case study that involves a young person (participant) supervising an older, uncooperative salesperson. The student will determine possible solutions and ways of preventing the problem from happening in the future, then the student will present his findings to the judge.

Management

A. COMPETENCIES THIS EVENT EVALUATES
1.0 Knowledge:
1.1 Of how to plan and develop a work force budget and scheduling employee working hours, lunch hours, and reliefs.

1.2 Of how to anticipate changes in customer shopping habits, changes in local market conditions, etc.

2.0 Skill:
2.1 In determining when additional employees are needed in order to accomplish desired business objectives.

3.0 Attitude:
3.1 That attention must be paid to state and local laws regulating the hiring of minors, wages and hours, and health examinations.

3.2 That a large group of repeat customers allows the merchant to make a near-accurate estimate of future sales volume which is helpful in planning a budget and scheduling work.

B. DESCRIPTION OF THE EVENT

In this event the participant will be given a description of the present sales staff and its "regular" work schedule in the children's department in a large department store. Based on present sales figures and projected sales figures for the period in question, the participant will design a working schedule for that department that provides maximum floor coverage and minimum selling cost.

Mathematics

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Skill:

1.1 In figuring trade discounts, cash discounts, and quantity discounts.

1.2 In determining percentages of markups on retail if the cost and retail prices are known.

1.3 In determining the retail price if the cost and percentage markup on retail are known.

1.4 In extending purchase orders.

1.5 In figuring average stock for a given period.

1.6 In constructing a sample profit and loss statement.

1.7 In figuring turnover and interpreting its relationship to department or store operating profits.

1.8 In figuring stock to sales ration in an effort to maintain a department or a store's stocks in close relationship to its sales.

2.0 Attitude:

2.1 That adequate turnover is closely related to operating profits.

B. DESCRIPTION OF THE EVENT

In this event the participant will take a mathematics test.

Merchandising

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of the factors that must be "right" for successful merchandising: the right merchandise, the right quantities, the right price, the right location, the right timing, and the right degree and type of sales promotion.

2.0 Skill:

2.1 In making effective use of current trends in sales, customer buying habits, styles, etc.

2.2 In keeping informed of competitive conditions in the market area which the store serves.

3.0 Attitude:

3.1 That the only thing certain about merchandising is change.

3.2 That a balanced stock is the basis of good merchandising in that maximum volume, customer goodwill, satisfactory profit, minimum investment, and rapid turnover can be achieved.

3.3 That if the store is to get its share of the business in its market area, merchandise must be bought and sold at competitive prices.

3.4 That complete assortments of wanted merchandise must be maintained at all times to stimulate best sales.

B. DESCRIPTION OF THE EVENT

In this event the participant will conduct a comparison shopping of an apparel or accessories department, using a given form with questions to be answered. A presentation will then be made to a judge on the findings.

Operations

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of the advantages and disadvantages of credit from the store's and the customer's viewpoint.

1.2 Of the various types of credit accounts available.

2.0 Skill:

2.1 In determining whether or not credit should be offered to the store's customers.

3.0 Attitude:

3.1 That credit produces sales for the store that might never have been made without credit, increases the number of sales per customer, and attracts a better type of customer to the store.

B. DESCRIPTION OF THE EVENT

In this event the student is given a brief description of a new store and its competitors. The student must give advantages and disadvantages of credit being offered by this store, and determine whether or not to offer credit and why. If the decision is made to offer credit, the student must determine what kind of credit and why. The presentation will be made to a judge on the decision.

Product and/or Service Technology

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Skill:

1.1 In keeping an accurate record of the supply of merchandise on hand and/or the amount to reorder.

B. DESCRIPTION OF THE EVENT

In this event the participant will be given an invoice for a shipment of merchandise just received. The participant will be asked to: (1) list information necessary to maintain control over sales and stock for the two items on the invoice, (2) design a hand-posted stock control record on which such information could be maintained, and (3) enter that information from the invoice onto the stock records.

Selling

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of the differences between an "order taker" and a professional salesperson.

1.2 Of the effect of merchandise returns on the store, the customer, and the salesperson.

1.3 Of how to analyze customer needs.

2.0 Skill:

2.1 In selling in a manner which will minimize the possibility of returns.

2.2 In determining how to handle individual situations in which merchandise is being returned for exchange, cash refund, or charge credit.

B. DESCRIPTION OF THE EVENT

In this event the participant will be given a case study to read, concerning a department that has had a 15% increase in returns over the last six months. The participant will develop an outline for a meeting on prevention of returns that could be presented to the sales staff. A plan of the meeting will then be presented orally to the judge who will ask additional questions about the effects of returns and how to help sales personnel to avoid them.

AUTOMOTIVE

Master Employee

Advertising

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of the purpose of advertising.

1.2 Of the types of media available for advertising.

2.0 Attitude:

2.1 That it is necessary to know facts about merchandise being advertised in order to promote it.

B. DESCRIPTION OF THE EVENT

This event consists of a test over basic advertising principles and the importance of advertising.

Communications

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Skill:

1.1 In listening to, and following directions.

1.2 In preparing a legible part counter ticket so as to prevent errors in delivery, quantities sent, and amounts charged.

B. DESCRIPTION OF THE EVENT

In this event the participant will listen to a tape in which a parts customer places an order for certain parts. The taped conversation will provide the participant with the information pertaining to parts the customer wishes to order, pricing, delivery instructions, and credit account information. The participant will be graded on the basis of accuracy and legibility.

Display

A. COMPETENCIES THIS EVENT EVALUATES
1.0 Knowledge:
1.1 Of the basic principles of display.

1.2 Of the principles of color, harmony, balance, and proportion in display.

1.3 Of current merchandise information necessary for effective and timely display.

B. DESCRIPTION OF THE EVENT

In this event the student will be given a true-false, fill-in-the-blank, and multiple choice written exam.

Human Relations

A. COMPETENCIES THIS EVENT EVALUATES
1.0 Knowledge:
1.1 Of the ways to effectively handle difficult customers.

1.2 That a positive attitude is usually reflected in one's work.

2.0 Attitude:
2.1 That next to job performance, human relations is an employee's greatest responsibility.

2.2 That honesty and integrity are personality traits necessary in all job situations.

B. DESCRIPTION OF THE EVENT

In this event the student will be given a short case problem which he will read. He should give short, exact answers to the questions. The student will then defend his evaluation of the situation to a judge.

Management

A. COMPETENCIES THIS EVENT EVALUATES
1.0 Knowledge:
1.1 Of different management and/or leadership styles.

2.0 Skill:
2.1 In applying appropriate management styles to varying situations.

B. DESCRIPTION OF THE EVENT

In this event the participant will be given ten statements in which he must decide whether the statements are examples of the X style or of the Y style of leadership. Next, the student will be given a case problem for which he must devise an answer and then defend his choice of answers to a judge.

Mathematics

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Skill:

1.1 In accurately calculating the exact amount of a customer's purchase.

1.2 In adding a column of figures with facility.

1.3 In computing taxes which must be applied in the sale of goods.

B. DESCRIPTION OF THE EVENT

In this event the student will be given two partially completed parts counter tickets and a three-page parts list. The student will then complete the sales using pricing information contained in price lists.

Merchandising

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of the use of forms and records necessary in inventory taking.

2.0 Skill:

2.1 In using forms and records necessary in inventory control.

B. DESCRIPTION OF THE EVENT

In this event the student will give short definitions of a list of forms and records used in merchandising. He will also complete an inventory report form from the information given.

Operations

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 That proper care of store equipment and proper stock arrangements can help prevent accidents.

2.0 Skill:
2.1 In locating or placing stock and fixtures within a department to facilitate customer service, increase merchandise protection, eliminate employee and customer hazards, and permit ease of restocking.

3.0 Attitude:
3.1 That a well-kept store is a primary means of attracting and holding business.

B. DESCRIPTION OF THE EVENT

In this event the student will be given three lists. The first list is the types of products that are to be stored. The second list contains the various places these products may be stored. The third list is reasons for storage of certain products in certain places. The student will then match these what, where, and why lists so that all products are stored in the proper places, for the proper reasons.

Product and/or Service Technology

A. COMPETENCIES THIS EVENT EVALUATES
1.0 Knowledge:
1.1 Of the basic parts of a conventional eight-cylinder gasoline engine.

2.0 Skill:
2.1 In properly naming the major components of an engine.

B. DESCRIPTION OF THE EVENT

In this event the participants will be given an exploded view of a eight-cylinder engine with a letter designation for each of the major components. They will then give the correct name for each letter designated component part.

Selling

A. COMPETENCIES THIS EVENT EVALUATES
1.0 Knowledge:
1.1 Of how to point out to customers the parts that need replacing.

1.2 How to suggest accessory items to increase the amount of the sale.

2.0 Skill:
2.1 In showing genuine interest in customers' problems.

2.2 In handling difficult customers.

3.0 Attitude:

3.1 And a feeling of sincere interest in customers and their problems.

3.2 That one should give the best customer service possible, with the customer always first in mind.

3.3 That each customer is an individual.

3.4 That customer objections must be handled and overcome with respect.

B. DESCRIPTION OF THE EVENT

In this event the student will have five minutes to study the information presented to him or her in the Participant Instruction Sheet. The student will be required to deal with an irate customer, to pacify the customer, and try to sell the customer an accessory item. The interview with the judge, in which the participant will pacify the judge, in the role of the customer, will last no more than ten minutes.

AUTOMOTIVE

Manager/Owner

Advertising

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of the significance of brand names and how they are likely to establish a company or product in the public mind.

1.2 Of the purposes of advertising.

2.0 Attitude:

2.1 That advertising is a form of pre-selling -- a tool which catches attention, arouses interest, creates desire, and induces actions.

B. DESCRIPTION OF THE EVENT

In this event the student will evaluate two (2) industry ads (preferably full page). After the student has rated the ads, he will give a ten-minute oral presentation to a judge, explaining the principles behind the ads.

Communications

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Skill:

1.1 In assisting with training or teaching others.

2.0 Attitude:

2.1 That communications between the various departments and divisions within a store will result in a more efficient operation with mutual benefits to all.

B. DESCRIPTION OF THE EVENT

From the information given, the student will construct an organization chart of a company. He will then make a presentation to a judge concerning the lines of communication within the company. This presentation will be made as if it were being

given to a group of employees, who, through their daily work habits, have demonstrated a lack of understanding of the lines of communication within the company.

Display

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of the principles of harmony, color, and balance in display construction.

2.0 Skill:

2.1 In arranging a counter display of merchandise in a given period of time.

3.0 Attitude:

3.1 That a good display of merchandise is a prime factor in developing customer interest.

B. DESCRIPTION OF THE EVENT

In this event each participant will be given a 4' X 4' (minimum) table area on which to make a display of automotive parts. The participants will use poster board materials to construct a display sign, with the student's wording on it. The merchandise to be displayed is chosen from items that normally experience heavy sales during the summer months.

Human Relations

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of how to get results by practicing human relations.

1.2 That honesty and integrity are personality traits necessary in all job situations.

2.0 Skill:

2.1 In maintaining good health for effective job performance.

3.0 Attitude:

3.1 That the store's policies are established for the benefit of the store and the employees.

B. DESCRIPTION OF THE EVENT

In this event the student will be given three short case problems that he will analyze. He should answer the questions with concise and precise answers. The student should make notes and be ready to defend his answers to each case to a judge.

Management

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of how to interview employees, obtaining all necessary data, and offering them information concerning the business, its operations, and policies.

2.0 Skill:

2.1 In carefully selecting and placing employees in jobs which they are physically, mentally, and emotionally equipped to perform.

3.0 Attitude:

3.1 That since the future of the business is dependent upon the quality of future managers, a definite program for recruitment and development of future managerial personnel should be a part of every business.

B. DESCRIPTION OF THE EVENT

In this event the student will be given a job description for a junior automotive counterman. He will study the job description for ten minutes prior to the interview. He will then interview a judge who will be role-playing the part of a high school distributive education student who is seeking employment in this position.

Mathematics

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Skill:

1.1 In adding columns of figures with facility.

1.2 In accurately calculating the exact amount of a customer's purchase.

1.3 In computing local, state, and federal taxes which must be applied both in the sale of goods and in the computation of the payroll.

1.4 In making change and using a cash register.

B. DESCRIPTION OF THE EVENT

This event includes computations of typical transactions and record keeping procedures of an automotive business.

Merchandising

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of the uses of forms and records necessary in inventory control.

1.2 That stock counts are taken for inventory control purposes and for ordering purposes.

2.0 Skill:

2.1 In using the company's merchandise order forms.

B. DESCRIPTION OF THE EVENT

In this event the student will be given two case problems. The first deals with inventory control. The second deals with the procedure for constructing a Cost of Goods Sold section of an Income Statement.

Operations

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of how to interpret credit policies to customers when opening accounts.

1.2 Of advantages to the store of extending credit.

1.3 Of advantages to the customer of credit systems.

2.0 Skill:

2.1 In demonstrating advantages of consumer credit.

2.2 In explaining advantages of credit systems.

B. DESCRIPTION OF THE EVENT

In this event the student will be given a case problem. After analyzing the case problem, he will enter into a situation with a judge, who will be role-playing the part of a confirmed cash customer. The student will attempt to demonstrate to the customer the advantages of credit and interpret for the customer the credit policy of the store.

Product and/or Service Technology

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 So as to be able to advise customers of the proper products to purchase.

2.0 Skill:
2.1 In using brand or trade names to help customers identify and select products.

3.0 Attitude:
3.1 That a salesperson must have sufficient knowledge of the merchandise he sells in order to answer a customer's questions satisfactorily.

B. DESCRIPTION OF THE EVENT

In this event the student will be given a set of statements and questions made by customers. The student will decide what products the customers need.

Selling

A. COMPETENCIES THIS EVENT EVALUATES
1.0 Knowledge:
1.1 Of how to suggest related items, accessory items, or larger quantities of items to customers in order to increase the amount of the sale.

2.0 Skill:
2.1 In suggesting larger quantities, related goods, and additional merchandise in an effort to increase the average sale.

3.0 Attitude:
3.1 That suggestion selling is a service to the customer and also increases volume and profits.

B. DESCRIPTION OF THE EVENT

In this event the student will be given a list of products and given a few minutes to prepare a sales presentation for related items for each item on the list. The student will then go before a judge who will "buy" three (any three) of the items. The student will then make his presentation in an attempt to sell related items.

FOOD MARKETING

Master Employee

Advertising

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of the uses of promotional and institutional advertising.

1.2 Of the purposes of advertising such as to build customer traffic, build a reputation for the store, stabilize sales volume, and to introduce new products.

1.3 Of the types of information or events which might be of interest to the public from a public relations or publicity standpoint.

2.0 Skill:

2.1 In preparing information for advertising copy that will create customer goodwill.

2.2 In writing advertising copy.

3.0 Attitude:

3.1 That effective advertising builds goodwill in customers.

3.2 That advertising can be developed to produce immediate sales or create a favorable attitude toward the store for future sales.

B. DESCRIPTION OF THE EVENT

In this event the student will first answer two fundamental questions on advertising. The student will then write a 30-second institutional radio spot. An information sheet containing basic information about the store will be given to the participant.

Communications

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of how to address people in a business-like manner, whether they are customers, fellow employees, supervisors, or management.

2.0 Skill:

2.1 In satisfactorily handling customer inquiries for general information.

2.2 In communicating effectively with customers.

2.3 And ability to talk clearly and pleasantly, conveying spirit and enthusiasm in one's speech.

3.0 Attitude:

3.1 That poor or awkward grammar lowers store personnel, store image, and merchandise value in the estimation of the customer.

3.2 And awareness that the use of terms of endearment lowers the merchandise, the salesperson, and the store's image in the estimation of the customer.

3.3 That the tone of voice can express sincere welcome and eagerness to be of service.

3.4 A realization that first impressions are important to the business, and last impressions are longest remembered.

3.5 And appreciation of the value of correct enunciation and pronunciation in speaking.

3.6 And awareness that nothing is quite so important to the store as enthusiasm - for the store, for the merchandise, and for the customers.

B. DESCRIPTION OF THE EVENT

In this event students will view a video-tape of a cashier communicating with a customer. The students will be required to list the communications errors the cashier makes. The students will then have ten minutes after viewing the tape to make their lists.

Display

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of the various types of display fixtures for the most advantageous display of merchandise.

1.2 Of how to develop copy for point of sale signs.

1.3 Of the various types or arrangements of displays (pyramid, jumble, etc.) which can be used in interior display.

1.4 Of the principles of color, harmony, balance, and proportion in display construction.

2.0 Skill:

2.1 In scheduling and featuring merchandise in displays at the same time it is being advertised.

2.2 In using price cards to emphasize the price of merchandise being shown.

2.3 In developing display signs for self-service or self-selection fixtures that provide the customer with the key features and selling prices of the merchandise.

3.0 Attitude:

3.1 That self-selection merchandise must be properly signed or identified for greatest ease in customer selection.

B. DESCRIPTION OF THE EVENT

In this event the student will be given a case situation in which he has the opportunity to suggest how produce in a store should be arranged for display. The student will work from a produce department layout, a produce ad, and a list of produce items to be displayed. The student will also suggest any signs or price cards which should be included.

Human Relations

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of how to build sound working relationships in "forced" associations.

1.2 That human relations in the retail organization consists of an interdependence with fellow employees, supervisors, and customers.

2.0 Skill:

2.1 In maintaining an objective point-of-view in problem situations.

2.2 In exercising self-control during trying situations.

B. DESCRIPTION OF THE EVENT

In this event the student will be given a case problem to analyze for possible solutions. After a solution has been found, the student will go before a judge and justify his solution.

Management

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of the most efficient methods used to bag and/or pack food items in customers' purchases.

1.2 Of the fact that careful use of supplies will help control expenses.

2.0 Skill:

2.1 In selecting and using the methods of training best suited to individual situations.

2.2 In making job orientation for new employees friendly, skillful, and adequate.

B. DESCRIPTION OF THE EVENT

Given a definite set of policies covering the bagging of groceries, and a set procedure for training new employees, the student will develop a training outline. After he has a written outline, the student will implement his training outline by actually training a new D.E. student (judge) in the proper procedure for bagging groceries.

Mathematics

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Skill:

1.1 In determining the price of merchandise being purchased in a lesser or greater quantity than that originally multiple-priced.

1.2 In making change.

B. DESCRIPTION OF THE EVENT

In Part I of this event the student will extend the prices on ten multiple-priced items. In Part II the student will show the number of coins and bills of different denominations to be used in making change for a specified purchase out of a specified bill tendered.

Merchandising

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of the five R's of merchandising.

2.0 Skill:

2.1 In showing how the merchandising concepts in the five R's of merchandising are necessary to the successful operation of a food store.

B. DESCRIPTION OF THE EVENT

In this event the contestant will be given the topic, "The Importance of the Five R's of Merchandising in Food Distribution." The student will have the responsibility of exhibiting specific and practical knowledge about the five R's of merchandising. The student will then have 20 minutes to develop an oral presentation which a judge will then listen to. The presentation must include a separate explanation of each of the five R's and working examples illustrating the importance of each in a supermarket operation. Ten minutes will be given for the actual presentation.

Operations

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of which items in a food store are taxable and non-taxable.

1.2 Of the state regulations and guidelines pertaining to whether items are taxable or non-taxable.

2.0 Skill:

2.1 In recognizing and identifying those items in a food store that are taxable.

B. DESCRIPTION OF THE EVENT

In this event the student will be given a list of merchandise commonly found in a food store. He will be given no more than 15 minutes to identify the merchandise as taxable or non-taxable. The student will also be asked to justify the identification by explaining the guidelines used in determining goods to be taxed or not taxed in a food store.

Product and/or Service Technology

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Skill:

1.1 In separating merchandise and using proper bagging procedures for merchandise protection and transportation.

2.0 Attitude:

2.1 That a customer's food purchase must be skillfully bagged to protect frozen items, soft packages, perishables, etc.

B. DESCRIPTION OF THE EVENT

Using a maximum of 15 minutes, the student will bag a complete bill of groceries. The merchandise will be checked and assembled on the checkstand, ready for bagging. The time will begin when the student picks up the first bag and will end when the student sets the last item or bag in the grocery basket.

Selling

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Skill:

1.1 In showing genuine interest in customer problems.

1.2 In tactfully handling difficult customers.

2.0 Attitude:

2.1 That customers' complaints must be handled and overcome with respect.

2.2 That a customer's complaint is an excellent opportunity to build goodwill.

2.3 That sufficient understanding of a firm's policies is necessary to truly represent the viewpoint of management to the customer.

2.4 That one should give the best customer service possible, with the customer always first in mind.

B. DESCRIPTION OF THE EVENT

In this event the student will be given a case problem related to a dissatisfied customer. He must read the case problem and, within ten minutes, determine the best method of handling the problem. He will then present his method to a judge in a one-on-one situation. He must be able to answer any questions concerning his procedure and be able to justify and part of it.

FOOD MARKETING

Manager/Owner

Advertising

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Skill:

1.1 And ability to use promotional, institutional, or a combination of promotional and institutional advertising to best promote merchandise, services, and the store image.

1.2 And ability to select merchandise for advertising that is seasonal and timely.

1.3 And ability to select advertising media best suited to the product, merchandise, or services being advertised.

2.0 Attitude:

2.1 That advertising's effectiveness is strengthened with skillfully coordinated displays of the merchandise being advertised.

2.2 That advertising plans and schedules should be based on factual information and sound judgment.

2.3 That a preplanned advertising program will best meet the needs of the entire store.

B. DESCRIPTION OF THE EVENT

In this event the participant will plan a three-month advertising program that will best suit the needs of all the departments in the supermarket. The time frame is from October 1 to December 31 of the current year.

Communications

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of how to communicate with others in order to encourage them to work willingly.

2.0 Skill:
2.1 In effective use of speech and vocabulary.

2.2 In interpreting management policies to employees and employees' problems to management.

2.3 In communicating effectively with customers, co-workers, and supervisors.

2.4 And ability to talk clearly and pleasantly, conveying spirit and enthusiasm.

3.0 Attitude:
3.1 And awareness that the voice can be used to express conviction and convey confidence.

3.2 That an important part of management responsibilities in any organization is communications.

3.3 That communication must be a two-way process between management and employee.

B. DESCRIPTION OF THE EVENT

In this event the student will be given a case problem involving an employee who requests a raise while being reviewed during a standard periodic review session. The participant will have 20 minutes to prepare himself for the employee review session. He will be given a "Checklist for Conducting Job Performance Reviews" to be used as a guide in his preparations. He will have ten minutes to conduct the review. A judge will role-play the employee who is seeking a salary increase.

Display

A. COMPETENCIES THIS EVENT EVALUATES
1.0 Knowledge:
1.1 Of how to develop copy for point of sale signs.

1.2 Of how to prepare merchandise for display.

1.3 Of the various types or arrangements of displays (pyramid, stairstep, etc.) which can be used in interior displays of merchandise.

1.4 Of how to use price cards to emphasize the price of merchandise being shown.

1.5 Of the ways to letter and design a simple sign.

1.6 Of how to plan and schedule displays and display themes in advance.

1.7 Of the best selling locations within the store or department - inside the front door, opposite the service or checkout counter, and at cash registers- to place the most effective displays

1.8 Of how to use mass displays of large quantities of merchandise.

1.9 Of how to obtain maximum customer exposure to merchandise by arranging temporary displays of featured or sale items in other than normal department locations.

2.0 Of how to create and construct special displays that will highlight merchandise effectively and encourage customers to select from them.

2.1 Of how to use the stacking technique, dumping technique, or cut case technique to build displays.

B. DESCRIPTION OF THE EVENT

In this event the student will be given a case problem concerning a display plan which is to be drawn up and implemented. The problem involves a new product line that will be displayed on a particular number of days to run with planned advertising for the product. The student will analyze the problem, select the type of display(s) to be used, the amount of the product to be displayed, size and shape of the display, location of the display, price or show cards to be used, and where these show cards will be placed. The student must plan the promotion in writing, make a drawing of the display itself, write the copy for the show cards, and draw the show card or cards.

Human Relations

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of how to show interest in others.

1.2 Of ways to effectively handle difficult customers.

2.0 Skill:

2.1 And ability to tactfully identify mistakes employees have made and help them.

2.2 In helping each employee have a feeling of pride and the worthwhileness of his work.

3.0 Attitude:
3.1 That next to job performance, human relations is an employee's greatest responsibility.

B. DESCRIPTION OF THE EVENT

In this event the student will be given a human relations case problem. He will have 20 minutes to identify the problem, plan how to handle the problem, and develop an outline on how to effectively correct the employee who committed the initial human relations error. The participant will identify the problem on paper, then prepare a cassette tape. On one side the correct way to handle the problem should be recorded, and a simulated conversation with the errant employee on the other side.

Management

A. COMPETENCIES THIS EVENT EVALUATES
1.0 Knowledge:
1.1 Of the meaning of management as it relates to food distribution.

1.2 Of the major functions of management in a supermarket operation.

1.3 Of the purposes of management as it applies to food distribution.

B. DESCRIPTION OF THE EVENT

In this event the student will be given the topic: Management--Meaning of, Major Functions of, and Purposes of. The student will be required to develop a presentation on this topic to be given at a training session for manager-trainees. The student will be given 45 minutes to prepare a five-minute oral presentation to be taped on a cassette recorder. The tie breaker will be based on the time, testing the student's ability to organize his presentation within a five-minute time period.

Mathematics

A. COMPETENCIES THIS EVENT EVALUATES
1.0 Knowledge:
1.1 That a store's gross margin should cover operating expenses and provides a percentage of profit.

1.2 That seemingly small savings in some expense areas can mean a substantial gain in profits.

2.0 Skill:
2.1 In multiplying and extending figures with accuracy.

2.2 In using and translating percentages with facility.

B. DESCRIPTION OF THE EVENT

In this event the student will be given a stated math problem. He will be required to analyze and compute the problem in a ten-minute time period. When the student has finished his computation, he will have five minutes to explain the problem, his analysis of the problem, and the steps used in the computation of the problem, to a judge in a one-on-one situation. The time of the student's computation will be used as the tie breaker.

Merchandising

A. COMPETENCIES THIS EVENT EVALUATES
1.0 Knowledge:
1.1 Of the general and specific concepts and terminology necessary for a basic understanding of retail merchandising.

B. DESCRIPTION OF THE EVENT

In this event the student will be given a written test on merchandising concepts and terminology. Merchandising students must next answer four questions, orally, before a judge.

Operations

A. COMPETENCIES THIS EVENT EVALUATES
1.0 Knowledge:
1.1 Of how to authorize customer checks according to store policy.

B. DESCRIPTION OF THE EVENT

In this event the students will be given 14 checks to accept or reject based upon designated company policy. The student must give specific reasons as to why a check is not accepted. The student will be given a written test covering general check handling information and procedures. Five minutes will be given for instructions and the distribution of student event packets. Twenty-five minutes will be allotted for the event. The tie breaker will be the times of the students.

Product and/or Service Technology

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of the basic sizes, weights, and prices in which merchandise is available.

1.2 Of the uses of specific products and differences between similar items.

1.3 Of the various codes or devices by which grades of merchandise may be expressed.

2.0 Skill:

2.1 In accurately identifying produce items.

B. DESCRIPTION OF THE EVENT

In this event the student will first view a slide presentation of 50 different produce items. He must identify each item using correct food marketing terminology. The other section of this event will be a short written test covering sizes, grading, and weight information and ingredient variations between similar items.

Selling

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 That customer loyalty can be built with friendly service.

1.2 Of how to assist customers in selecting and weighing the quantity of produce they desire, bagging it, and marking the price on it.

2.0 Skill:

2.1 In showing a genuine interest in the customer's problem.

2.2 In serving customers in the manner or style that management requires.

2.3 In demonstrating proper selling techniques needed to increase selling volume.

2.4 In demonstrating proper selling techniques as a means of creating customer loyalty and goodwill.

3.0 Attitude:

3.1 A strong interest in the merchandise being sold.

B. DESCRIPTION OF THE EVENT

In this event the student will be given a case problem to read and analyze. He will have 20 minutes to prepare a presentation showing ability to correct the situation outlined in the case problem. The student will then be given ten minutes to record his presentation on a cassette recorder. The student must approach the presentation as though he were talking to employees in a real situation.

FOOD SERVICE

Master Employee

Advertising

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Skill:

1.1 In using promotional, institutional, or a combination of promotional and institutional advertising to best promote merchandise, services, and store image.

B. DESCRIPTION OF THE EVENT

In this event the student will be given a number of in-house promotional advertising items that could be used in food service business such as matches, napkins, and placemats. The student will be given a description of the business, price range, etc., and be asked to determine which items he would recommend being used by the business, explain how they can be used most effectively and why. He will role-play the employee and make his presentation to the judge who is role-playing the manager.

Communications

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Skill:

1.1 In using the telephone correctly and most effectively.

1.2 In receiving or giving telephone orders, complaints, and messages.

1.3 In talking clearly and pleasantly, conveying spirit and enthusiasm in one's speech.

2.0 Attitude:

2.1 That the ability to communicate skillfully in good English is essential to a person's business advancement.

2.2 That the tone of voice can express sincere welcome and eagerness to be of service.

B. DESCRIPTION OF THE EVENT

In this event the student will handle complaining customers over the telephone who were waited on out of turn. (Service problem)

Display

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Skill:

1.1 In displaying luncheon items using buffet style.

1.2 In constructing a special display sample.

1.3 In creating a simulated salad bar.

B. DESCRIPTION OF THE EVENT

In this event the student will design a buffet using a list of food, utensil, and supply lists. The student will also create a sample special display using real foods, utensils, and supplies in a restaurant or cafeteria. The student will then create a simulated salad bar display using magazine cut-outs.

Human Relations

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 That a positive attitude is usually reflected in one's work.

1.2 Of how to tactfully explain to guests the appropriate waiting time for table arrangements and make the wait as pleasant as possible.

2.0 Attitude:

2.1 That a restaurant employee who gives a cheerful greeting, recognizes patrons by name and replies pleasantly to questions can go a long way in developing pleasant relations for the business.

2.2 That food service requires teamwork - a waitress or waiter cannot work as an individual but must be backed by the cooperative efforts of the kitchen staff and dining room staff.

2.3 That next to job performance, human relations is an employee's greatest responsibility.

2.4 That an awareness that good personal appearance helps create effective customer impressions.

B. DESCRIPTION OF THE EVENT

This event is designed to last 15 minutes, ten for actual situation, and five minutes for judging. During this time, a role-playing situation in a simulated restaurant will be enacted. The contestant acts the part of a host/hostess. The contestant will be responsible for greeting, seating, and initial service.

Management

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Skill:

1.1 In determining in various situations the most efficient way to get the job accomplished.

B. DESCRIPTION OF THE EVENT

In this event the student will assume the role of a waiter/waitress faced with the following situation:

a. One table has been cleared of dirty dishes and needs to be set up.

b. One table has not been cleared of dirty dishes.

c. One table with one customer who has just completed the main course of a supper meal and is ready to order dessert.

d. One customer is waiting to be seated and place an order.

The student will handle the situation and upon completion present and defend his/her rationale to the judges. The judges will also have time to ask the student questions. One standard question will be presented to all students.

Mathematics

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Skill:

1.1 In accurately calculating the exact amount of a customer's purchase.

1.2 In making change.

1.3 In adding columns of figures.

1.4 In reading and interpreting self-computational scales that speed up mathematical procedures such as tax computation charts.

1.5 In multiplying and extending figures.

B. DESCRIPTION OF THE EVENT

In this event the participants will take a written examination to demonstrate their competency.

Merchandising

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of the ways to handle special orders of merchandise for customers.

2.0 Skill:

2.1 In handling special orders for customers.

B. DESCRIPTION OF THE EVENT:

In this event the student will demonstrate his/her ability to handle a special menu order. This will be done in a role-playing situation with a customer and one judge observing.

Operations

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of how to authorize customer checks according to the store's policy.

B. DESCRIPTION OF THE EVENT

In this event the customer will hand the student a check that is improperly filled out. The student should discover the mistake and return it to the customer for correction. After the correction is made the student will then continue with the proper check cashing procedure.

Product and/or Service Technology

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of the preparation of various items on the menu.

1.2 Of sizes, colors, styles, and prices in which merchandise is available.

1.3 That adequate merchandise information will help increase sales and promote better customer relations.

2.0 Attitude:

2.1 That a salesperson must have a sufficient knowledge of the merchandise he sells in order to answer a customer's questions satisfactorily.

B. DESCRIPTION OF THE EVENT

In this event each student will listen to a series of ten simulated restaurant order-taking situations. Each situation includes a customer who is questioning the preparation, content, or appearance of an item on the menu. Each situation will be heard by the student once; then the student will begin to record on a provided tape recorder, his answer to that question; only two minutes will be allowed for each situation. Merchandise knowledge will be based on the student's knowledge of restaurant foods in general rather than on his familiarity with a particular restaurant's menu.

Selling

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 That customer approaches, such as greeting, merchandise, and service which may be used when opening a sale.

1.2 Of how to handle individual differences in customers.

1.3 Of how to use suggestion selling in situations where customers are unfamiliar with the service, have difficulty interpreting the menu, or have a limited budget.

1.4 Of how to operate a cash register correctly.

2.0 Skill:

2.1 In opening a sales conversation with a suitable statement or remark.

2.2 In showing a genuine interest in the customer's problem.

2.3 In questioning, observing, and listening in order to complete a successful sale.

2.4 In helping a customer make a buying decision.

2.5 In properly writing out sales checks.

2.6 In determining when and how to close a sale.

2.7 In closing a sale with a statement appropriate to the occasion or the season.

2.8 In efficiently handling a cash sale transaction.

2.9 In determining the correct change and count it back to a customer during a cash sale according to company procedure.

3.0 Attitude:

3.1 That customers should be approached promptly and not kept waiting.

3.2 That suggestion selling is a service to the customer and also personal satisfaction for money spent.

3.3 That a guest should not be kept waiting for his/her food check; the check should be presented after the last course has been served or as soon as the guest has finished eating.

B. DESCRIPTION OF THE EVENT

In this event the customer will be sitting at a table when the waiter/waitress approaches him/her. The waiter/waitress will then serve water, present menu, and greet the customer. After allowing sufficient time for customer to decide, the waiter/waitress will then approach the customer again, answer his/her questions about the menu, make suggestions if necessary, and proceed to take the order. After taking the order, the waiter/waitress will then correctly serve the food to the customer. Upon completion of this, the waiter/waitress will leave the customer alone momentarily and then return to offer suggestion selling for dessert of just an after dinner follow-up. Upon completion of this task, the waiter/waitress will present the check for the meal and go to the cash register. The waiter/waitress will then handle the cash transaction of paying the bill, counting back correct change, and thanking the customer.

FOOD SERVICE

Manager/Owner

Advertising

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of the relative cost of advertising in various media.

1.2 Of the various methods which can be used to inform customers of special events.

2.0 Skill:

2.1 In evaluating the effectiveness of advertising in terms of sales and costs.

B. DESCRIPTION OF THE EVENT

In this event the contestant will be given time to read and study the case problem. The contestant will identify the strategies he/she feels would be the most effective and will make specific recommendations as to how the most effective strategies should be implemented. The contestant will be given a list of promotional strategies and concerns, and will identify the age group to whom the strategies should be directed.

Communications

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Skill:

1.1 In using the telephone correctly and effectively.

1.2 In communicating, using the telephone.

B. DESCRIPTION OF THE EVENT

In this event the participant will receive a telephone call from a businessman (one of the judges) in the community who wishes to arramge a store anniversary dinner party for his employees. The participant will be evaluated on his telephone usage and communication skills while he is striving to accommodate this businessman.

Display

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Attitude:

1.1 That the preparation for, and the setting up of displays must be supervised and approved for adherence to store policies.

B. DESCRIPTION OF THE EVENT

In this event each student will be given the store's policy on the criteria for an effective display. Having read this policy, each student will express these criteria to a judge (New Employee) in a role-playing situation. Each student will also explain to the judge why an effective display is important in a food service business.

Human Relations

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 That good human relations improve employee morale by encouraging cooperation, generating happiness, and creating harmony.

2.0 Skill:

2.1 In developing and maintaining harmonious relationships with other employees.

2.2 In exercising self-control during trying situations.

2.3 In representing the business favorably to customers and outside business associates.

B. DESCRIPTION OF THE EVENT

In this event the student participant will be involved in a two-stage solution to a human relations problem. He must first, stop an argument between two waitresses on the selling floor in front of the restaurant's patrons. The waitresses are arguing and accusing each other of stealing tips left by customers. He tells the waitresses to meet him in his office in ten minutes.

In his office, then, the owner-manager (student) must settle the argument once and for all to his satisfaction and the satisfaction of the two waitresses.

Management

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of methods of training which can be used, such as telling, showing, demonstrating, and dramatization.

2.0 Skill:

2.1 In determining in various situations the most efficient way to get the job accomplished.

3.0 Attitude:

3.1 That efficient individual workers and an organization that functions smoothly are usually outcomes of effective employee training.

B. DESCRIPTION OF THE EVENT

In this event the student will assume the role of a manager-owner who will prepare and present a training session for new waiters and waitresses. The training objective is to help the new employees determine the most efficient way to get a job done. The training session will be prepared around the following situation:

1. One table has been cleared of dirty dishes and needs to be set up.

2. One table has not been cleared of dirty dishes.

3. One table with one customer who has just completed the main course of a supper meal and is ready to order dessert.

4. One customer is waiting to be seated and place an order.

The student must first decide how to handle this situation in the most efficient manner. The student will then prepare a training session. For new employees based on handling the stated situation. Finally, the student will present the training session to the new employees (judges). The student will also have time to defend his/her rationale.

Mathematics

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 That a retail business firm's operating expenses include such expenses as payroll, buying expenses, promotional expenses, utilities, transportation, supplies and delivery.

1.2 That a department's gross margin should cover operating expenses and provide a percentage of profit.

2.0 Skill:

2.1 In multiplying and extending figures.

2.2 In adding columns of figures.

3.0 Attitude:

3.1 That retail prices must be carefully placed on goods and services so as to cover the cost of operation and yield a profit.

B. DESCRIPTION OF THE EVENT

In this event the contestant will be given a specific situation and a former item cost-break down statement for a hamburger. With information provided, the contestant will in turn calculate the current month item cost-break down statement and present an oral analysis of the findings.

Merchandising

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Skill:

1.1 In comparing merchandise costs and such factors as transportation and discounts.

2.0 Attitude:

2.1 That a balanced stock is the basis of good merchandising in that maximum volume, customer goodwill, satisfactory profit, minimum investment, and rapid turnover can be achieved.

B. DESCRIPTION OF THE EVENT

In this event the participant will be given time to read and analyze a case problem, and then will prepare a written solution to be presented for judging at the end of the time limit set for the event. Ratings will be based on level of completion and knowledge of management processes involved in reaching the solution.

Operations

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of how to interview potential employees, obtaining all necessary data and offering them information concerning the business - its operations and policies.

B. DESCRIPTION OF THE EVENT

In this event the contestant will receive an instruction sheet which will explain a business situation. He will then interview a judge for the position of waiter or waitress and be scored upon his performance.

Product and/or Service Technology

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Skill:

1.1 In using facts about the merchandise itself when helping a customer make a buying decision.

1.2 In maintaining a usable bank of product knowledge, selecting that which can be used with individual customers.

1.3 In suggesting to customers interesting and desirable food accompaniment, such as wines and dressings.

B. DESCRIPTION OF THE EVENT

In this event the contestant will approach a table where two to four customers will be seated, looking at a menu. The contestant will approach the table and take the orders of the customers. Before taking the order, he or she will be told to make suggestions to the customers at the table based upon the selections within the menu.

Before the contest starts, each contestant will be instructed to inspect the menus for five to ten minutes. A fact sheet about each item will tell of its profitability of the business.

Selling

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Skill:

1.1 In effectively handling a cash register.

1.2 In effectively handling a cash sale transaction.

1.3 In determining correct change and count it back to a customer during a cash sale according to company procedures.

2.0 Attitude:

2.1 That the restaurant sale is more than exchange of money for food. It is the selling of services and satisfaction as well as food.

2.2 That sufficient understanding of firm policies is necessary to truly represent the viewpoint of management to customers.

B. DESCRIPTION OF THE EVENT

This event will test the manager-owner level of the Food Service Industry in the selling area. The event will consist of a student in a role-playing situation who is instructing a new employee on the proper techniques of efficiently handling a cash register transaction.

GENERAL MERCHANDISING

Master Employee

Advertising

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of the purposes of advertising, such as to build customer traffic, build a reputation for the store, stabilize sales volume, and introduce new products.

1.2 Of the significance of brand names in that they are likely to create customer preference and establish a company or product in the public mind.

2.0 Skill:

2.1 In using comparison shoppings of a competitor's merchandise in a sales presentation.

3.0 Attitude:

3.1 That advertising is a form of pre-selling -- a tool which catches attention, arouses interest, creates desire, and induces action.

3.2 That it is necessary to know and use facts about merchandise being advertised, such as prices, brand names, available sizes, colors, models, and styles in order to better promote or sell the merchandise.

B. DESCRIPTION OF THE EVENT

This event is two fold. The first part consists of a written test over basic advertising principles and the importance of advertising. The first part is worth 50%. The second part consists of having the participants evaluate two (2) advertisements covering the same type of merchandise from two different stores. After the participants have evaluated the advertisements, they will give a ten-minute oral presentation to a judge demonstrating that they understand advertising is a form of pre-selling and can use the merchandise facts and

comparison shopping of competitor's merchandise from the two advertisements in a sales presentation. The second part is worth 50%. The total time required for the event is 35 minutes.

Communications

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 And understanding of how to dress appropriately for the job and how to maintain a well-groomed appearance.

1.2 Of how to address other people in a business-like manner.

1.3 Of how to use written and oral communications in applying for a job.

2.0 Skill:

2.1 In addressing other people in a business-like manner.

2.2 In communicating effectively with other people.

2.3 In listening to other people.

2.4 In completing a job application blank legibly and correctly.

2.5 In completing a job interview.

2.6 In talking clearly and pleasantly, conveying spirit and enthusiasm in one's speech.

3.0 Attitude:

3.1 And awareness that nothing is quite so important or contagious as enthusiasm -- for a business, for the product, and for the customer.

3.2 And awareness that first impressions are important to the individual and to the business.

3.3 And awareness that gestures help convey feelings in communications.

3.4 That the "spoken word" is an important tool of the trade.

B. DESCRIPTION OF THE EVENT

This event is two fold. The first part, consisting of filling out a job interview application, is worth 30%. Fifteen minutes will be allotted for the first part of the event. This part will be used to evaluate the participant's knowledge and skill in written communications and in completing a job application blank legibly and correctly. The second part entails a job interview. Judges will serve as the interviewers. This part of the event will take 15 minutes and is worth 70%. The participant will first greet a receptionist who will usher the applicant into the interviewer's office for the actual interview.

Display

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 In handling customer requests for merchandise on display.

1.2 Of the store policy when taking merchandise from stock and placing it in display.

2.0 Skill:

2.1 In removing merchandise from an interior display without damage to the merchandise or display fixtures or props.

2.2 In rearranging or replacing merchandise sold from interior display.

2.3 In using color, harmony, balance, and proportion in display construction.

3.0 Attitude:

3.1 That good display is a prime factor in developing customer interest.

B. DESCRIPTION OF THE EVENT

In this event the participant will be asked to respond to a customer's request for merchandise from an interior display according to store policy. After responding to the customer's request, the participant will remove merchandise from an interior display, rearrange or replace merchandise sold in the interior display, keeping in mind the importance of color, harmony, balance, and proportion in the rearranging or replacing of merchandise, as well as demonstrating the attitude that good display is a prime factor in developing customer interest.

The participant will discuss his decision with the judge in rearranging or replacing the merchandise in the interior display, the principles of color, harmony, balance, proportion, and his attitude that good display is a prime factor in developing customer interest.

Human Relations

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 And understanding of how to dress appropriately for the job and maintain a well-groomed appearance.

1.2 And understanding of how to show an interest in others.

1.3 And understanding of the ways to effectively handle difficult customers.

1.4 And understanding that a positive attitude is usually reflected in one's work.

2.0 Skill:

2.1 And ability to understand one's self.

2.2 In exercising self-control during trying situations.

2.3 In generating enthusiasm toward people.

2.4 In developing and maintaining harmonious relationships with other employees.

2.5 In representing the business favorably to customers and outside business associates.

2.6 In maintaining an objective point-of-view in problem situations.

2.7 In avoiding misrepresentations of people, products, and policies.

2.8 In demonstrating initiative and creativity.

3.0 Attitude:

3.1 That next to job performance, human relations is an employee's greatest responsibility.

B. DESCRIPTION OF THE EVENT

In this event the participant will perform in a role-playing situation where the customer has returned merchandise.

Management

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of how to make job orientation for new employees friendly, skillful, and adequate.

1.2 Of the methods of training which can be used, such as telling, showing, demonstration, and dramatization.

1.3 Of the most efficient methods to wrap, bag, and/or pack customers' purchases.

2.0 Skill:

2.1 In selecting and using the methods of training best suited to individual situations.

2.2 In making job orientation for new employees friendly, skillful, and adequate.

2.3 In carefully selecting and placing a new employee in the job which he is capable of performing.

2.4 In determining in various situations the most efficient way to get the job accomplished.

3.0 Attitude:

3.1 That each employee should be made to feel his efforts are really appreciated.

3.2 That efficient individual workers and an organization that function smoothly are usually outcomes of effective employee training.

3.3 That a good supervisor must also be an effective teacher or trainer.

3.4 That it is management's responsibility for providing job knowledge and incentive through training.

B. DESCRIPTION OF THE EVENT

In this event the participant will assume the role of the household furnishings department manager for a large chain store dealing in general merchandise and will be tested on his/her knowledge of setting up a training program with instructional areas listed in priority order; selecting and using the methods of training best suited to individual situations; determining the most efficient way of wrapping, bagging, and/or packing merchandise to train new employees in the use of supplies to help control expenses in the store's gift wrapping services, and how to most efficiently wrap, bag, and/or pack customer purchases.

Mathematics

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Skill:

1.1 In accurately calculating the exact amount of a customer's purchase.

1.2 In accurately computing employee discounts, delivery charges, sales tax, etc., when writing out and computing sales checks.

1.3 In making the appropriate extension of multiple-item purchases.

1.4 In adding columns of figures.

1.5 In preparing a sales check with appropriate delivery information.

B. DESCRIPTION OF THE EVENT

In this event, the participant will be given sales transaction information to be used in completing a sales check.

Merchandising

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of the procedures involved in a merchandise count for physical inventory.

1.2 Of the uses of forms and records necessary for inventory control.

1.3 That stock counts are taken for inventory, for control purposes, and for ordering purposes.

2.0 Skill:

2.1 In participating in merchandise counts for physical inventories.

2.2 In using forms and records necessary in inventory control.

2.3 In taking accurate stock counts of merchandise for inventory.

3.0 Attitude:

3.1 That stockkeeping errors or losses affect company profits.

B. DESCRIPTION OF THE EVENT

In this event the participant will prepare a department for a physical inventory -- classifying and grouping merchandise according to price, type, and style; checking the merchandise to see that it is all priced according to the current market price, and that it contains all the necessary information; numbering inventory sheets by department. After the department has been properly prepared for a physical inventory, the participant will, with an adult assistant, participate in a merchandise count for physical inventory. Each participant will be responsible for recording the items for inventory as read by a counter. The participant will then verify the count, go to a nearby table and make the line extensions, and total the page.

Operations

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of how to route delivery trucks and/or service-men's calls quickly and efficiently.

2.0 Skill:

2.1 In planning as continuous a delivery route as possible for efficiency of time and control of expenses.

3.0 Attitude:

3.1 That time lost by retracing a route unnecessarily is money lost in the operation of the business.

3.2 And awareness of the part delivery service and servicemen play in promoting good public relations for the store.

3.3 And awareness that skillful routing is a tool in improving the store's image.

B. DESCRIPTION OF THE EVENT

In this event the participant will be given a map and street guide of a metropolitan area (suggested out of state to prevent as much as possible any student from having an advantage over another student) and a list of deliveries and/or pick-ups. Their responsibility is to route these addresses in the most efficient (and least expensive for the store) order.

Product and/or Service Technology

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of how to handle merchandise in such a way as to protect its value and avoid unnecessary losses.

1.2 In determining selling points of merchandise to use in selling.

1.3 In determining benefits from owning a product or service.

1.4 In explaining, describing, demonstrating, and comparing brands of various merchandise to customers using correct terminology.

1.5 Of how to anticipate a customer's objections or complaints about merchandise and overcome them.

1.6 In building a sales talk around merchandise selling features.

B. DESCRIPTION OF THE EVENT

In this event the participant will demonstrate his competencies by interacting with a customer (judge) in a sales situation.

Selling

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of the ways to demonstrate merchandise to create interest and desire in customers.

1.2 Of how to get merchandise into the customer's hands to create desire and attachment to the item.

1.3 Of how to provide information about merchandise which will create desire or interest in customers.

1.4 Of how to handle individual differences in customers.

1.5 Of the ways to help a customer make a buying decision.

1.6 Of the customer approaches, such as greeting, merchandise, and service, which may be used when opening a sale.

1.7 Of the ways to determine how and when to close a sale.

1.8 Of how to translate product knowledge into customer benefits.

1.9 Of the selling features of products and/or services.

2.0 Of how to analyze customer needs.

2.1 That during a sales presentation, promoting a combination of seeing, hearing, and participation on the part of the customer helps strengthen the presentation.

2.0 Skill:

2.1 In showing a genuine interest in the customer's problem.

2.2 In determining where the customer is in his thinking, and proceeding to assist him through the remaining decisions in the buying process.

2.3 In opening a sales conversation with a suitable statement or remark.

2.4 In determining a customer's wants and desires during a sale.

2.5 In listening for indications regarding the prices a customer wants to pay during a sale.

2.6 In relating merchandise benefits to a customer's needs when talking about the merchandise.

2.7 In sensing a customer's objections and handling them as effectively as possible.

2.8 In suggesting larger quantities and related goods in an effort to increase the average sale.

2.9 In closing a sale with statements appropriate to the occasion or the season.

3.0 In coordinating merchandise with related items in an attempt to increase the amount of the sale.

3.0 Ability:

3.1 To determine the buying motives of customers and then to appeal to the motives.

3.2 To question, observe, and listen in order to complete a successful sale.

3.3 To provide customers with "facts and benefits" with discretion, analyzing and judging their reactions.

3.4 To engage appropriate timing in every phase of the sales presentation.

3.5 To get merchandise into the customer's hands to create desire and attachment to the item.

3.6 To tactfully handle difficult customers.

3.7 To determine when and how to close a sale.

3.8 To help a customer make a buying decision.

B. DESCRIPTION OF THE EVENT

This event is two fold. The first part consists of the participant determining the selling points of an item of merchandise and listing these points on the back of the student instruction sheet. This part of the event is worth 20%. Five minutes will be allotted for this portion of the event. The second part of the event consists of the student making a sales presentation to a customer (judge). Ten minutes will be allowed for this part of the event. It is worth 80%. The participant should use the selling points he listed on the item of merchandise as well as demonstrate the necessary competencies related to selling.

GENERAL MERCHANDISING

Manager/Owner

Advertising

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of the purposes of advertising, such as to build customer traffic, build a reputation for the store, stabilize sales volume, and introduce new products.

1.2 Of the significance of brand names in that they are likely to create customer preference and establish a company or product in the public mind.

2.0 Skill:

2.1 And ability to select merchandise for advertising that is seasonal and timely.

2.2 In selecting appropriate merchandise for advertising purposes.

2.3 In checking advertising proofs for corrections, omissions, and additions.

3.0 Attitude:

3.1 That advertising is a form of pre-selling -- a tool which catches attention, arouses interest, creates desire, and induces action.

3.2 That it is necessary to know and use facts about merchandise being advertised, such as prices, brand names, available sizes, colors, models, and styles in order to better promote or sell merchandise.

B. DESCRIPTION OF THE EVENT

This event is two fold. The first part consist of a written test of basic advertising principles and the importance of advertising. The first part is worth 40%. Fifteen minutes will be allotted for the first part of the event. The second part consists of the participant analyzing and making the necessary changes, corrections, and additions to an omnibus advertising layout for a drugstore. Fifteen minutes will be allowed for this part of the event. It is worth 60%.

Communications

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of and ability to teach others how to dress appropriately for the job, and that appropriate dress and a well-groomed appearance are essential to the store's image.

1.2 Of and ability to teach others how to address other people in a business-like manner.

1.3 Of and ability to teach others how to communicate and listen effectively.

2.0 Ability:

2.1 To talk clearly and pleasantly, conveying spirit and enthusiasm in one's speech.

2.2 To conduct a job interview with a prospective employee.

3.0 Attitude:

3.1 And ability to help others understand that nothing is quite so important or contagious as enthusiasm-for business, for a product, and for the customer.

3.2 And ability to teach others that gestures help convey feeling in communications.

B. DESCRIPTION OF THE EVENT

In this event the student will be given a prospective employee's application blank that has been completed. The student will have ten minutes to review the application and to identify questions that you feel should be asked in the interview. The applicant will come into your office and you will conduct a job interview using proper procedure.

The applicant is applying for a sales position in the menswear department at Sears.

Display

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of how to employ seasonal or storewide themes in department displays.

1.2 And understanding that up-to-date merchandise information is necessary for effective and timely display.

1.3 Of how to use available display space to the best advantage.

1.4 Of the best arrangements for advertised merchandise on counters, tables, or shelves.

1.5 Of how to obtain maximum customer exposure to merchandise by arranging temporary displays of featured or sale items in other than the usual department locations.

2.0 Skill:

2.1 In selecting merchandise for display that is seasonal and timely.

2.2 In selecting appropriate merchandise for displaying.

2.3 In scheduling and featuring merchandise in displays at the same time the merchandise is being advertised.

2.4 In using the best selling locations within the store or department to place effective displays.

2.5 In displaying merchandise as it can be used.

3.0 Attitude:

3.1 That displays should reflect the character of the store in both quantity and quality.

3.2 That a good display of merchandise is a prime factor in developing a customer's interest.

3.3 That a good display plays a major role in the volume movement of goods.

3.4 That a good display can be used to create prestige, obtain publicity, educate the public, introduce new styles, show new uses for goods, and build goodwill.

3.5 That increased traffic from advertising, special promotions, and sales can only be retained by the store presenting and displaying its products in a manner both pleasing and easy for the customer to shop.

B. DESCRIPTION OF THE EVENT

In this event the participant is the store manager of a large department store. He is to demonstrate the objectives of the event by performing the tasks listed below:

1. Select a storewide theme for Easter.

2. State briefly how each department will employ the theme.

3. Select appropriate merchandise (example of merchandise) from departments that will be used in the department displays and in other locations within the store.

4. Select a location for displays in each department and within the store. How many displays will be used?

5. State the type of interior display and location for any display where merchandise will be used in action.

6. Explain how displays will reflect the character of the store in both quantity and quality.

7. Explain what the student hopes displays will accomplish other than to increase sales.

Human Relations

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of how to dress appropriately for the job, and that dress and a well-groomed appearance are essential in reflecting the store's image.

1.2 Of and ability to maintain self-control during trying situations.

1.3 Of the ways to effectively handle employees regarding corrections and grievances.

1.4 Of how to interview employees regarding corrections and grievances.

2.0 Skill:

2.1 In developing and maintaining harmonious relations among employees.

2.2 In giving criticism only in a positive and constructive manner.

3.0 Attitude:

3.1 And ability to teach others that the store's personnel policies are established for the benefit of the store and the employee.

B. DESCRIPTION OF THE EVENT

In this event the participant will perform in a role-playing situation the part of the store manager. He will be required to demonstrate his human relations knowledges, skills, and attitudes by interviewing both employees separately, whose parts will be played by one judge. He will be expected to use the

necessary competencies expressed on page 1 of this event in his role-playing interview with each employee. The participant should remember not to take sides in the situation, but rather to use facts in the case that are basic to the understanding of the grievance between both employees. Facts to be stated are: (1) The store will accept legitimate returns of merchandise. (2) A small profit loss on a returned item of merchandise should be considered before the loss of a customer. (3) The amount of loss to the store. (4) Could the item of merchandise be sold as damaged merchandise in a bargain basement or in a sale? (5) Does the store still have the same merchandise to replace for the customer? (6) Is it necessary to substitute different brands of the same merchandise or other items of merchandise for returns? The participant should be able to promote a good relationship between the two employees at odds after the interviews.

Management

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of how to maintain a working environment where employees can have a sense of security and reasonable freedom from worry.

1.2 Of how to handle employee complaints and grievances, maintaining an objective point-of-view.

2.0 Skill:

2.1 In tactfully identifying mistakes employees have made and in helping them constructively correct them.

2.2 In giving criticism only in a positive and constructive manner.

2.3 In terminating a conference.

2.4 In teaching employees how to develop and maintain harmonious relationships with other employees.

3.0 Attitude:

3.1 That salaries, commissions, bonuses, and quotas have a direct influence on customer treatment and interpersonal relations of department personnel.

B. DESCRIPTION OF THE EVENT

In this event the participant will perform in a role-playing situation the part of the store owner. He will be required to demonstrate his competencies in management by conferring, in an attempt to settle a grievance, with a store employee (judge) who persists in "sales grabbing," to settle the grievance.

Mathematics

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Skill:

1.1 In accurately extending an invoice in order to check it in for payment.

1.2 In computing discounts when an invoice falls within the allowable discount period.

1.3 In computing markups in order to price merchandise for the sales floor.

1.4 In multiplication.

1.5 In adding columns of figures.

B. DESCRIPTION OF THE EVENT

In this event the participant will be given an invoice in which the following tasks are necessary:

1. Pricing of individual items at 40% above cost.

2. Extension of an invoice to check its accuracy.

3. Preparing an invoice for payment when payment falls within the discount time period.

4. Showing the exact amount to be paid to the vendor.

Merchandising

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of the procedures involved in buying merchandise for a department.

1.2 That computations done by someone else need verification.

2.0 Skill:

2.1 In calculating open to buy funds using very basic procedures covering departmental needs.

B. DESCRIPTION OF THE EVENT

This event will consist of giving each participant two sheets of information. Sheet #1 will be a physical inventory sheet to verify, and sheet #2 will be a sheet containing information and questions to answer.

Operations

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 That although management plans expense control budgets, the actual control must be carried out by the cooperative efforts of all the store employees.

1.2 Of how to contend with cases of pilferage.

1.3 Of how to use periodic inventories to determine pilferage and keep expenses down.

2.0 Skill:

2.1 In preventing pilferage.

2.2 In recognizing and handling pilferage.

2.3 In locating or placing stock and fixtures within a department to increase merchandise protection.

2.4 In setting store policies in order to reduce the desire to pilfer.

2.5 In setting policies for stockrooms, trash disposals, lay-aways, and incoming merchandise to prevent pilferage.

3.0 Attitude:

3.1 That employees should be made to feel a part of the business and that their efforts are really appreciated to prevent pilferage desire.

3.2 That management, supervisors, and employees require a framework of policies and procedures within which to operate.

3.3 That expenses are an influential factor in profitable merchandising.

3.4 That pilferage must be kept at a minimum to protect the store's profit picture.

B. DESCRIPTION OF THE EVENT

In this event the participant will demonstrate that he has competency in store operations by the writing of a store policy to minimize pilferage.

Product and/or Service Technology

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 That merchandise information is a useful tool in opening

a sales conversation with a customer and that adequate merchandise information enables the salesperson to increase sales as well as his earning capacity.

1.2 Of sources of merchandise information, such as the merchandise itself, handtags, labels, leaflets, box covers, price tags, advertising; and the understanding that labels take the form of tags, stamps, wrappers, etc.

2.0 Skill:

2.1 In using facts about the merchandise itself and the facts from advertisements when helping a customer.

2.2 In translating merchandise label information into selling points in helping customers buy intelligently using this information, and in building the sales talk around the merchandise selling features.

2.3 In expressing customer benefits that accompany merchandise selling features.

3.0 Attitude:

3.1 That a salesperson must have sufficient knowledge of the merchandise he sells in order to show enthusiasm, have self-confidence, increase sales, promote better customer relations, and answer a customer's questions satisfactorily.

3.2 That usually services and benefits are bought rather than goods or merchandise.

B. DESCRIPTION OF THE EVENT

In this event the participant will be given ten minutes to demonstrate his competency in getting merchandise information and translating it into selling points and customer benefits on a given item of merchandise. He will then, in a 15-minute sales presentation with a judge (customer), show his ability to use this information. During the presentation, the participant will also be evaluated on his enthusiasm, self-confidence, promotion of customer relations, and ability to answer customer questions satisfactorily.

Selling

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of how to plan an employee sales training program--meeting with local businessmen, professional people, and those engaged in government and social work.

1.2 That promoting a combination of seeing, hearing, and participation on the part of the customer helps strengthen the presentation.

2.0 Skill:
2.1 In meeting sales quotas.

3.0 Attitude:
3.1 That one should live up to promises made to others.

3.2 That selling is important to the store and to the economy.

3.3 That one should take advantage of sales training opportunities.

3.4 That merchandise must be carefully handled to reduce markdowns.

3.5 That each salesperson should attempt to meet his sales quotas in order to meet established job performance.

B. DESCRIPTION OF THE EVENT

In this event the participant is the store manager for the Texas Department Store. As store manager, he will demonstrate his ability to plan a sales training program. The participant will be evaluated on his ability to plan the program as well as the attitudes and knowledge he demonstrates in his planning of the activities. The activities consist of a written plan of action and a verbal defense of his plan.

HARDWARE

Master Employee

Advertising

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of the factors to consider when checking advertising proofs for corrections.

1.2 Of the method of printing.

2.0 Skill:

2.1 And ability to inform customers of special events or promotions within the store.

2.2 In checking advertising proofs for corrections, omissions, and additions.

2.3 In developing ad layouts.

3.0 Attitude:

3.1 That it is necessary to know facts about merchandise being advertised, such as price, brand names, available sizes, colors, styles, and models in order to better promote or sell it.

B. DESCRIPTION OF THE EVENT

In this event the student is given a newspaper advertisement to proof. There are known mistakes in the advertisement. The student will give the judge an oral presentation pointing out mistakes that have been made.

Communications

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 That since interpretations placed on the spoken word vary with different people, one must be careful to choose words so that correct interpretation can be made by individual listeners.

2.0 Skill:

2.1 In using written communications in forms and reports.

2.2 In communicating effectively with customers, co-workers, and supervisors.

2.3 In listening to customers' names and addresses and writing them correctly.

2.4 In determining the reason for a customer's complaint, and tactfully informing the customer of the adjustment.

3.0 Attitude:

3.1 That by listening "with a sensitive ear" one can often detect sources of complaints from customer beyond the sources verbally expressed by the customer.

B. DESCRIPTION OF THE EVENT

In this event a customer of a hardware store wants his money returned on some paint, purchased six months ago, that is now chalking. The judge will role-play the part of the customer, and the participant will act as the salesperson.

Display

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of how to develop copy for point of sale signs.

1.2 Of the principles of color, harmony, balance, and proportion in a point of sale sign.

1.3 Of how to develop display signs for self-service or self-selection fixtures that provide the customer with the key features and selling prices of the merchandise.

1.4 Of the ways to letter and design a simple sign.

2.0 Attitude:

2.1 That self-selection merchandise must be properly signed or identified for greatest ease in customer selection.

B. DESCRIPTION OF THE EVENT

In this event the student is given a picture of four items and is instructed to make one point of sale sign incorporating each of the four items.

Human Relations

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of how to show an interest in others.

1.2 That a positive attitude is usually reflected in one's work.

2.0 Skill:

2.1 In working in cooperation with fellow employees, supervisors and management, and being aware of their needs and motivations.

2.2 In maintaining an objective point-of-view in problem situations.

2.3 In exercising self-control during trying situations.

3.0 Attitude:

3.1 That next to job performance, human relations is an employee's greatest responsibility.

3.2 That an employee must be willing to accept and adjust to change.

B. DESCRIPTION OF THE EVENT

In this event the participant will be given a human relations case. From this case he will identify the underlying problem, discuss the possible solutions from every point-of-view, and tell what solution he would recommend and why.

Management

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of how to handle employee complaints and grievances, maintaining an objective point-of-view.

1.2 Of how to help each employee have a feeling of pride in his company and the worth of his work.

2.0 Skill:

2.1 In keeping informed of state, federal, and local laws concerning store operations, and interpreting their implications for one's own business.

3.0 Attitude:

3.1 That salaries, commissions, bonuses, and quotas have a direct influence on customer treatment and interpersonal relations of department personnel.

B. DESCRIPTION OF THE EVENT

As an employee with a responsibility to his employing firm and to the well-being of fellow employees, the participant should aid management in overcoming employee confusion and resentment. The student is to tell fellow employees that there has been a change in the wage and hour law, and consequently, a new system for computing overtime must be instituted.

Mathematics

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of mathematical manipulations up to, and including first degree algebraic expressions.

2.0 Skill:

2.1 In multiplying and extending figures with facility.

2.2 In adding columns of figures with facility.

2.3 In accurately computing employee discounts, delivery charges, alteration charges, lay-away charges, etc., when writing out and computing sales checks.

2.4 In figuring markup percents on individual items, on merchandise orders, and merchandise carried in stock throughout a designated period.

2.5 In quickly figuring into which retail price line an item of merchandise will fall when quoted its cost price.

B. DESCRIPTION OF THE EVENT

In this event the participant will be given a written examination in mathematics which will evaluate his ability to perform the above competencies. The exam will be timed.

Merchandising

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of the procedures used in preparing merchandising plans by seasons.

1.2 Of the ways to stimulate sales with timely advertising.

2.0 Skill:

2.1 In interpreting consumer demand as it applies to merchandising in the selling department.

2.2 In using product information or merchandise training sessions provided by manufacturers to keep sales personnel up-to-date and customers well informed.

2.3 In preparing seasonal merchandising plans.

3.0 Attitude:

3.1 That in-store merchandising which includes product selection, variety arrangement, plus the promotion and presentation of products, is an important factor in profitable operations.

b. DESCRIPTION OF THE EVENT

In this event the contestant is asked to set up a merchandising plan for garden supplies. He is asked to use general items and related items.

Operations

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of how to deal with slow-paying or non-collectible credit accounts.

1.2 Of how to interpret credit policies to customers when opening accounts.

1.3 Of how to discuss delinquent accounts with a customer, keeping that person's goodwill.

2.0 Skill:

2.1 In accurately handling and recording customer payment of bills.

2.2 In sending out billing statements according to the store's customer-credit operation.

3.0 Attitude:

3.1 That proper records of collections must be maintained.

3.2 That credit for the customer smooths out irregularities of purchasing power, and is a shopping convenience.

B. DESCRIPTION OF THE EVENT

A good customer for many years has disregarded the payment of her regular charge account bill for the past three months. The student must send the customer a personal reminder notice.

2.2 In using product information or merchandise training sessions provided by manufacturers to keep sales personnel up-to-date and customers well informed.

2.3 In preparing seasonal merchandising plans.

3.0 Attitude:

3.1 That in-store merchandising which includes product selection, variety arrangement, plus the promotion and presentation of products, is an important factor in profitable operations.

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B. DESCRIPTION OF THE EVENT

A good customer for many years has disregarded the payment of her regular charge account bill for the past three months. The student must send the customer a personal reminder notice.

Product and/or Service Technology

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of the ways to interpret the features of a product in terms of benefits to customers.

1.2 Of the ways to handle merchandise when placing it in stock or on display as well as how to keep it clean.

1.3 Of the various locations of merchandise on the selling floor and in reserve stock.

1.4 That adequate merchandise information will enable the salesperson to increase sales as well as his earning capacity.

2.0 Skill:

2.1 In using facts about the merchandise itself when helping a customer make a buying decision.

2.2 In expressing customer benefits that accompany merchandise selling features.

2.3 In interpreting merchandise guarantees and directions to customers.

2.4 In quoting to customers accurate delivery dates and charges.

3.0 Attitude:

3.1 That a salesperson must have sufficient knowledge of the merchandise he sells in order to answer a customer's questions satisfactorily.

3.2 That adequate merchandise knowledge usually creates in the salesperson enthusiasm for his goods and adds to his self-confidence.

3.3 That merchandise information can be gained by handling merchandise and by using it.

B. DESCRIPTION OF THE EVENT

In this event the student must demonstrate to a judge his product knowledge of fertilizer through participation in a role-playing situation.

Selling

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of the ways to help a customer make a buying decision.

1.2 Of the customer approaches, such as greeting, merchandise, and service which may be used when opening a sale.

1.3 Of the procedures for conducting a cash and charge sale.

1.4 Of the ways to determine how and when to close a sale.

2.0 Skill:

2.1 In getting merchandise into the customer's hands to create desire and attachment to the item.

2.2 In providing information about merchandise which will create desire or interest in customers.

2.3 In handling individual differences in customers.

3.0 Attitude:

3.1 That each customer is an individual.

B. DESCRIPTION OF THE EVENT

In this event there will be five different items. Each student will draw a number and that number will correspond to an item. The participant will be required to do one presentation to a customer (judge).

HARDWARE

Manager/Owner

Advertising

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of the types of media that are available for advertising-periodicals (newspapers, magazines, trade journals), mass media (radio, T.V., billboards), and direct advertising (catalogs, circulars, letters).

1.2 Of the costs of advertising in various media.

1.3 Of the various methods which can be used to inform customers of special events.

2.0 Skill:

2.1 And ability to inform customers of special events or promotions within the store.

2.2 In checking advertising proofs for corrections, omissions, and additions.

2.3 In planning an advertising program that will best meet the needs of all the departments in the store.

3.0 Attitude:

3.1 That good advertising will help increase sales for a department or store; thus, creating interest and desire in customers.

3.2 That effective advertising builds goodwill in customers.

3.3 That advertising plans and schedules should be based on factual information and sound judgment.

B. DESCRIPTION OF THE EVENT

In this event the participant will take the role of a hardware store manager who has been given the task of writing a 30-second radio ad on the occasion of "National Hardware Week."

Communications

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of the correct forms used in business letter writing.

1.2 Of how to communicate with others in order to motivate them to work willingly.

1.3 Of the approaches which can be used in assigning duties and delegating authority so each job description is completely clear.

2.0 Ability:

2.1 To convey directions and instructions clearly to employees.

3.0 Attitude:

3.1 That an important aspect of management's responsibility in any organization is communications.

B. DESCRIPTION OF THE EVENT

A retail hardware store has a downtown store and four branches. In order to increase the sales volume of the downtown store, the management wants to transfer the young employees from the branches to the downtown store. Before this can be accomplished, the old employees have to be transferred to the branches. Transferring the old employees will not be accepted. The participant must write a memo explaining this transfer.

Display

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Skill:

1.1 In sketching and designing preliminary display sets.

1.2 In selecting merchandise for display that is seasonal and timely.

1.3 In scheduling and featuring merchandise in display at the same time it is being advertised.

2.0 Attitude:

2.1 That good displays can be used to create prestige, obtain publicity, educate the public, introduce new styles, show new uses for goods, and build goodwill.

2.2 That open-back windows exposing an attractively displayed interior have a strong drawing power over passing customers.

B. DESCRIPTION OF THE EVENT

In this event the student will be instructed that as store manager, he must sketch a design for an open window display.

Human Relations

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of how to build and retain good relations with customers.

1.2 Of how to recognize and solve the problems of others.

1.3 That customers will comply more readily with policies they understand.

2.0 Skill:

2.1 In selecting the right person to do a job, giving clear instructions, and seeing that instructions are properly carried out.

2.2 In training employees and following-up on the effectiveness of training.

3.0 Attitude:

3.1 That the store's customer policies are established for the benefit of the store and the customer.

3.2 That the effective supervisor must be a leader whose job is to achieve results through others.

3.3 That good human relations within a company builds good public relations.

B. DESCRIPTION OF THE EVENT

In this event the participant will be given a customer relations case problem to study--a new lawn mower, recently purchased by the customer, malfunctioned, causing considerable damage to the customer's house and yard.

Management

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of how to handle the store's merchandise return policies and procedures.

2.0 Skill:

2.1 In recognizing legitimate merchandise returns and how to handle them.

3.0 Attitude:
3.1 That the correct use of merchandise return policies must be maintained to protect the store's profit margin.

B. DESCRIPTION OF THE EVENT

As the manager of Roy's Hardware Store, the student must describe how to handle a customer returning a recently purchased tool set. There are some items in the set that are damaged. What should be said to the customer?

Mathematics

A. COMPETENCIES THIS EVENT EVALUATES
1.0 Knowledge:
1.1 That a department's net sales are derived by subtracting customer returns and authorized price reductions from gross sales.

1.2 That a retail business firm's operating expenses include such expenses as payroll, buying expenses, promotional expenses, utilities, transportation, supplies, and delivery.

1.3 That a department's gross margin should cover operating expenses and provide a percentage of profit.

1.4 Of how to read and interpret a profit and loss statement.

2.0 Skill:
2.1 In selecting and analyzing pertinent factors from a statistical or written report.

B. DESCRIPTION OF THE EVENT

In this event the participants will be given a profit and loss statement to interpret and analyze before a judge. They will be given national averages of all stores from the National Retail Hardware Association with which to assist them in making the analysis.

Merchandising

A. COMPETENCIES THIS EVENT EVALUATES
1.0 Knowledge
1.1 Of the differences between the cost method and the retail method of accounting, such as retail reduction, cost of goods sold, and total merchandise handled.

2.0 Skill:
2.1 And ability to interpret the elements involved in the retail method of accounting, such as retail reductions, cost of goods sold, and total merchandise handled.

2.2 In using the cost method or the retail method of inventory.

B. DESCRIPTION OF THE EVENT

The participant of this event will be paired randomly and will engage in a depate before a judge. One student will take the cost method of inventory, and the other will take the retail method of inventory. They will be given time to prepare notes which should include the advantages of their assigned method of inventory and the disadvantages of the opposite method of inventory. Also, time will be allotted for rebuttal. A toss of a coin will be used to determine which method is assigned to a student. The student will be rated on his ability to discuss the topic and not his ability to depate.

Operations

A. COMPETENCIES THIS EVENT EVALUATES
1.0 Knowledge:
1.1 Of how to handle shoplifting according to the store's policies and procedures.

2.0 Skill:
2.1 In recognizing and handling shoplifitng.

3.0 Attitude:
3.1 That shoplifting is not only bad for the store, but for the customers and employees.

B. DESCRIPTION OF THE EVENT

In this event the participant studies a case dealing with problems with the merchandise return policies, and shoplifting, which arose at Roy's Hardware Store. The student is to list suggestions regarding what he would say to his employees to prevent a reoccurrence of the incident.

Product and/or Service Technology

A. COMPETENCIES THIS EVENT EVALUATES
1.0 Knowledge:
1.1 Of sources of merchandise information, such as the merchandise itself, handtags and labels, leaflets, box covers, and price tags.

1.2 That merchandise guarantees and directions protect both the customer and the store, and help increase sales.

1.3 That merchandise information is a useful tool in opening a sales conversation with a customer.

2.0 Skill:
2.1 In interpreting merchandise guarantees and directions to customers.

3.0 Attitude:
3.1 That a continual program of training and retraining employees about product knowledge must be carried out.

3.2 That a familiarity with trade journals will supplement the product, merchandise, and service knowledge as well as current business trends.

B. DESCRIPTION OF THE EVENT

In this event the participant will be seated at a table by himself to compose a lawn mower training plan. After he has finished, the participant will then give his plan to a judge who is role-playing the part of a salesperson.

Selling

A. COMPETENCIES THIS EVENT EVALUATES
1.0 Knowledge:
1.1 Of how to conduct an informative, interesting, and worthwhile sales training program.

1.2 Of how to take advantage of a training program.

2.0 Skill:
2.1 In conducting a sales training program.

3.0 Attitude:
3.1 That one should take advantage of sales training opportunities.

B. DESCRIPTION OF THE EVENT

In this event the participant will have 30 minutes to compose an outline of the objective of a sales training program. The contest judge will then evaluate the outline.

HOME FURNISHINGS

Master Employee

Advertising

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 That an appealing advertising headline and ad illustration gains the customer's attention.

2.0 Skill:

2.1 In selecting merchandise for advertising that is seasonal and timely.

2.2 In checking ad layouts and writing advertising copy.

2.3 In checking advertising proofs for corrections, additions, and omissions.

B. DESCRIPTION OF THE EVENT

In this event the student participant will review three advertising layouts submitted by an advertising agency to be used to promote a new line of contemporary furniture introduced in a traditionally structured home furnishings store. After reviewing the three layouts, the student participant will identify the most effective layout that meets the goals of the home furnishings store. If any corrections, omissions, and additions are detected, the participant will identify them on the student answer sheet.

Communications

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of how to suggest changes to management.

1.2 Of how to address other people in a business-like manner, whether they are customers, fellow employees, supervisors, or management.

1.3 That since interpretations placed on the spoken word vary with different people, one must be careful to speak so that correct interpretation can be made by individual listeners.

2.0 Skill:
2.1 In interpreting management's policies to employers and employees' problems to management.

2.2 In communicating effectively with customers, co-workers, and supervisors.

2.3 And ability to talk clearly and pleasantly, conveying spirit and enthusiasm in one's speech.

3.0 Attitude:
3.1 That first impressions are important and last impressions are longest remembered.

3.2 That the ability to communicate skillfully in good English is essential to a person's business advancement.

3.3 And an awareness that the voice can be used to express conviction and convey confidence.

3.4 And appreciation of the value of correct enunciation and pronunciation in speaking.

B. DESCRIPTION OF THE EVENT

In this event the participants will ask their employer for a raise in hourly wage.

Display

A. COMPETENCIES THIS EVENT EVALUATES
1.0 Knowledge:
1.1 That the principles of color, harmony, balance, and proportion are important in display construction.

2.0 Skill:
2.1 In displaying merchandise as it can be used.

2.2 In using related item or logical grouping display to make it easier for the customer to shop.

3.0 Attitude:
3.1 That good display of merchandise is a prime factor in developing a customer's interest.

B. DESCRIPTION OF THE EVENT

In this event the participant will be given a bare wall on which to display an available assortment of wall type accessories of varying size, color, and dimension.

Human Relations

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of how to build sound working relationships in "forced" associations.

1.2 That a positive attitude is usually reflected in one's work.

2.0 Skill:

2.1 In developing and maintaing harmonious relationships with other employees.

2.2 In working cooperatively with fellow employees, supervisors and management, and being aware of their needs and motivations.

2.3 In maintaing an objective point-of-view in problem situations.

2.4 In developing personality traits necessary for successful job performance.

2.5 In exercising self-control during trying situations.

2.6 In accepting criticism and turning it into a character-building element.

3.0 Attitude:

3.1 That next to job performance, human relations is an employee's greatest responsibility.

3.2 And awareness that understanding others and one's self is basic to working harmoniously together.

3.3 And awareness of the necessity to perform tasks in addition to one's mob responsibilities when situations demand.

B. DESCRIPTION OF THE EVENT

In this event the participants will review a case problem involving a DE student and older co-workers employed at Block's Home Furnishings. The older employees are jealous of the eagerness of the DE student to be busy and productive. The event participant will continue the case problem to determine the most successful course the DE student should follow.

Management

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of how to help each employee have a feeling of pride in his company and the worthwhileness of his work.

1.2 That although management plans expense control budgets, the actual control must be carried out by the cooperative efforts of the store employees.

2.0 Skill:

2.1 In determining the acceptance of goods returned by the customer and, at the same time, maintaining customer goodwill.

3.0 Attitude:

3.1 That management, supervisors, and employees require a framework of policies and procedures within which to operate.

3.2 That damaged or spoiled merchandise must be kept at a minimum to protect the store's profit picture.

B. DESCRIPTION OF THE EVENT

In this event the student participant will view a video tape role-playing situation of an established charge customer returning damaged goods. The student, because of the absence of the employer. must make a judgment to the course of action to take. The student will base that judgment on the store return policy, the responsibility of employees in the profit picture of the firm for whom he/she works, and the importance of maintaining customer goodwill.

Mathematics

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Skill:

1.1 In computing markups, and markdowns on cost prices or selling prices of merchandise.

1.2 In constructing sample charts that show sales, dollar volume, units, and other data used in business transactions.

1.3 In multiplying and extending figures with facility.

1.4 In adding columns of figures with facility.

1.5 In computing trade discounts and interest.

B. DESCRIPTION OF THE EVENT

In this event the student will be given a work sheet with retail mathematics problems to solve, following the directions of the administrator, and the instructions on the student competition sheet.

Merchandising

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of the store's methods or procedures used for changing retail stock prices, up or down.

1.2 Of the usual or typical discounts and terms offered by manufacturers in the market from which the buyer purchases merchandise.

1.3 Of the vendor's terms and discounting policies.

1.4 Of the store's procedures for recording markups and markdowns, additional markups, and revisions of retail down.

1.5 Of the term "open-to-buy."

2.0 Skill:

2.1 In using the cost method or the retail method of inventory.

2.2 In interpreting the vendor's terms and discounting policies.

B. DESCRIPTION OF THE EVENT

In this event the participant will identify merchandising terms by matching the terms with the corresponding correct definition. The student will further measure his merchandising competencies by working problems dealing with markups and markdowns.

Operations

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of how to interview credit account applicants tactfully, obtaining all necessary data.

1.2 Of the situations in which to use a technical language, or commonly understood language

2.0 Skill:
2.1 In satisfactorily handling customer inquiries for general information.

2.2 In interpreting store policies to customers.

2.3 In helping customers fill out credit application forms.

2.4 In communicating a sufficient understanding of the terms and limits of different type accounts to credit applicants.

3.0 Attitude:
3.1 That the tone of voice can express sincere welcome and eagerness to be of service.

3.2 That the voice can be used to express conviction and convey confidence.

B. DESCRIPTION OF THE EVENT

In this event the participants will interview a potential credit customer to gather necessary information to establish a 30-day charge account.

Product and/or Service Technology

A. COMPETENCIES THIS EVENT EVALUATES
1.0 Knowledge:
1.1 Of sources of merchandise information, such as the merchandise itself, handtags and labels, leaflets, box covers, and price tags.

1.2 Of the sizes, colors, styles, and prices in which merchandise is available.

1.3 Of the product features and customer acceptance of competing products.

1.4 That labels taking the form of tags, stamps, wrappers, etc., identify products as to their content.

2.0 Skill:
2.1 In knowing what to look for when making comaprison shoppings of a competitor's merchandise.

3.0 Attitude:
3.1 That merchandise information is obtainable from customers, competitors, sales representatives, producers, fellow sales employees, and supervisors.

B. DESCRIPTION OF THE EVENT

In this event the participants will review an assortment of merchandise of similar description gathered from competing firms to demonstrate their aptitude in the techniques of comparison shopping.

Selling

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Skill:

1.1 In showing a genuine interest in the customer when the sale is opened.

1.2 In determining where the customer is in his thinking, and proceeding to assist him through the remaining decisions in the buying process.

1.3 In opening a sales conversation with a suitable statement or remark.

1.4 In determining a customer's wants and desires during a sale.

1.5 In listening for indications regarding the prices a customer wants to pay during a sale.

1.6 In closing a sale with a statement appropriate to the occasion or the season.

2.0 Ability:

2.1 To determine the buying motives of customers and then to appeal to them.

2.2 To question, observe, and listen in order to complete a successful sale.

2.3 To provide customer "facts and benefits" with discretion, analyzing and judging the reactions.

B. DESCRIPTION OF THE EVENT

In this event the participant will review a video tape of a sales demonstration between a salesperson and a customer in a home entertainment establishment. The student participant will rate the sales demonstration on the student rating form. Following the student evaluation, the student participant will, on a cassette recorder, record his/her suggestions to improve all the faults in the demonstration and the indication of the retention of any strong points the demonstration offered.

HOME FURNISHINGS

Manager/Owner

Advertising

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of the prices, available sizes, colors, styles, or models of merchandise being advertised in order to better promote or sell it.

1.2 And understanding of the purposes of advertising, such as building customer traffic, building a reputation for the store, stabilizing sales volume, and introducing new products.

2.0 Skill:

2.1 In the uses of promotional, institutional, or a combination of both types of advertising to best promote merchandise, services, and store image.

2.2 In selecting merchandise for advertising that is seasonal and timely.

2.3 In understanding the procedure for preparing an advertising budget and schedule that will apportion advertising money for its most effective use.

2.4 In understanding that an advertising budget should be designed and followed.

2.5 In checking advertising proofs for corrections, omissions, and additions.

B. DESCRIPTION OF THE EVENT

In this event the participant will receive an advertising package proposed by an advertising agency for a period of three months. The participant will be tested on his/her ability to critique and improve the proposal through recommendations.

Communications

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of how to use written communications in forms and reports.

2.0 Skill:

2.1 In effective use of speech and vocabulary.

2.2 In writing grammatically correct, attention-getting, advertising copy.

3.0 Attitude:

3.1 That the ability to communicate skillfully in good english is essential to a person's business advancement.

3.2 That in distributive occupations the "spoken word" is an important tool of the trade.

3.3 And awareness that the voice can be used to express conviction and convey confidence.

3.4 And appreciation of the value of correct enunciation and pronunciation in speaking.

3.5 And awareness that nothing is quite so important or contagious as enthusiasm - for the merchandise and for the customers.

B. DESCRIPTION OF THE EVENT

In this event the participant will write a classified ad to employ a part-time stock/sales position in a home furnishings store. The student participant, assuming the role of the manager/owner, will interview the prospective employee, using as a basis for hiring: interview with applicant, the application, and the resume.

Display

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 That the principles of color, harmony, balance, and proportion are important in display construction.

2.0 Skill:

2.1 In displaying merchandise as it can be used.

2.2 In using related item or logical grouping display to make it easier for the customer to shop.

3.0 Attitude:
3.1 That good display of merchandise is a prime factor in developing a customer's interest.

B. DESCRIPTION OF THE EVENT

In this event the participants will be given an unfinished furniture grouping to accessorize with home furnishings merchandise chosen from an assortment available at a designated central area.

Human Relations

A. COMPETENCIES THIS EVENT EVALUATES
1.0 Knowledge:
1.1 Of how to get results through people by practicing effective human relations.

1.2 Of how to recognize the accomplishments of others.

2.0 Skill:
2.1 In maintaining an objective point-of-view in problem situations.

2.2 In exercising self-control during trying situations.

3.0 Attitude:
3.1 That the store's policies are established for the benefit of the store and the employee.

3.2 That employee morale is a primary responsibility of management.

3.3 And awareness that understanding others and one's self is basic to working harmoniously together.

3.4 And realization that employees' ideas often prove beneficial when incorporated into business operations.

B. DESCRIPTION OF THE EVENT

In this event the participants will display their knowledge, skills, and abilities in the area of human relations.

Management

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of how to use the store's policies for making decisions on hiring, promoting, or dismissing employees.

1.2 Of how to handle employee complaints and grievances, maintaining an objective point-of-view.

2.0 Skill:

2.1 And ability to get the job accomplished.

2.2 In determining, setting up, and interpreting to employees those store policies and procedures that will be most beneficial to the operation of the business and to store personnel.

3.0 Attitude:

3.1 That each employee should be made to feel his efforts are really appreciated and worthwhile.

3.2 That careful and thoughtful consideration should be given to the probable effect each rule, notice, and practice will have on the feelings of all concerned.

3.3 That there should be a constant and intelligent effort on the part of management to be absolutely fair in every policy and every practice.

3.4 That conditions should be such that working proves to be a satisfying social experience as well as a means of making a livelihood.

3.5 That efficient individual workers and an organization that function smoothly are usually outcomes of effective employee training.

3.6 That management, supervisors, and employees require a framework of policies and procedures within which to operate.

B. DESCRIPTION OF THE EVENT

In this event the student, assuming the role of employer, will conduct an interview with a part-time DE student employee (judge) to determine what means of action must be taken to correct the employee's sub-minimum job performance.

Mathematics

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 That a home furnishings firm's operating expenses include such expenses as payroll, buying expenses, and promotional expenses.

2.0 Skill:

2.1 In performing addition, subtraction, multiplication, and division of whole numbers, fractions, and decimal fractions.

2.2 In computing markup, markdown on cost price or selling price of merchandise.

2.3 In computing true costs of merchandise, including trade discounts and transportation charges.

2.4 In showing the factors necessary to determine markup on cost price to cover the expenses of doing business plus a reasonable net profit.

2.5 In maintaining stock control records.

B. DESCRIPTION OF THE EVENT

In this event the student will be given a work sheet with retail mathematics problems to solve following the directions of the administrator and the instructions on your competition sheet.

Merchandising

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of how to determine and interpret current trends in sales, customer buying habits, styles, etc.

2.0 Skill:

2.1 In identifying government regulations and restrictions that influence merchandising.

3.0 Attitude:

3.1 That one must be constantly alert to discover "hot items" and follow through with additional merchandising and promotional activities.

B. DESCRIPTION OF THE EVENT

In this event the student will identify, through label analysis, the government regulations and restrictions that influence the merchandising of a product. The event participant will design a label for a designated product using merchandising techniques.

Operations

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of how to discuss delinquent accounts with a customer, keeping that person's goodwill.

2.0 Skill:

2.1 In tactfully handling slow-payers or non-collectible credit accounts.

2.2 In analyzing and aging accounts for the store's use and for use by the credit bureau.

B. DESCRIPTION OF THE EVENT

In this event the participants will review a series of customer accounts to determine what must be done to reconcile all accounts that are delinquent, and to proceed to outline the steps to collect outstanding monies.

Product and/or Service Technology

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of sources of merchandise information, such as the merchandise itself, handtags and labels, leaflets, box covers, and price tags.

1.2 Of the sizes, colors, styles, and prices in which merchandise is available.

1.3 Of the product features and customer acceptance of competing products.

1.4 That labels taking the form of tags, stamps, wrappers, etc., identify products as to their content.

B. DESCRIPTION OF THE EVENT

In this event the participants will review an assortment of merchandise of similar description gathered from competing firms to demonstrate their aptitude in the techniques of comparison shopping.

Selling

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 That providing information about merchandise will create desire or interest in customers.

1.2 That suggesting related items, accessory items, or larger quantities to customers will increase the amount of the sale.

2.0 Skill:

2.1 In determining the customer's wants and desires during a sale.

2.2 In relating merchandise benefits to a customer's needs.

2.3 In sensing a customer's objections and handling them as effectively as possible.

2.4 In closing a sale with a statement appropriate to the occasion or the season.

2.5 And the ability to question, observe, and listen in order to complete a successful sale.

2.6 And the ability to help the customer make a buying decision.

3.0 Attitude:

3.1 That a strong interest in the merchandise or service sold is necessary.

3.2 That a feeling of genuine enthusiasm for merchandise during a sale will help create desire or interest in the customer.

B. DESCRIPTION OF THE EVENT

In this event the participant will sell an item(s) of merchandise to furnish a new motel establishment. The motel will have 40 units of varying sizes and the student will sell from one of seven categories. The judge will be the owner of the motel and will rate the participant during the sales demonstration.

PETROLEUM

Master Employee

Advertising

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of the purposes of advertising, such as to build customer traffic and build a reputation for the store.

1.2 Of the prices, parts, and models of merchandise being advertised in order to better promote or sell it.

2.0 Skill:

2.1 In informing customers of special events or promotions within the store.

3.0 Attitude:

3.1 That good advertising will help increase sales for a store, create interest, and desire in customers.

3.2 That although the ultimate goal of advertising is to sell goods and services, the salesperson usually completes the sale.

B. DESCRIPTION OF THE EVENT

In this event the participant will be tested in writing on his ability to identify a problem and resolve the problem. The participant will also be given a role-playing situation and two advertisements. The participant will be tested verbally on his ability to inform, promote, create goodwill, and sell to a customer in accordance with advertisements.

Communications

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 That the spoken and written word is often subject to misinterpretation.

1.2 That communication is the constant striving for clarity.

1.3 Of how to communicate with others in order to encourage them to work willingly.

2.0 Skill:

2.1 In selecting and using words suitable to the product or service being sold or accomplished.

2.2 In communicating effectively with customers, co-workers, or supervisors.

2.3 In executing a standard form.

B. DESCRIPTION OF THE EVENT

You are a regular employee at a dealer-operated major service station charged with, among other jobs, the task of cleaning the outside (exterior) walls of the station periodically. Your boss has complained to you that you have not done a good job this time. The walls are dingy and dirty, and you have just swept and washed them down. You explain that the paint is chalking and flaking off in spots revealing the masonry construction beneath which is the reason for the drab discolored appearance of the south side of the building particularly. He instructs you to secure immediately a "non-emergency repair request" form, fill it out, and mail it to the company office so that a painting crew will re-paint the building at the earliest possible time. You do so, but your efforts result in misunderstanding, requiring a phone call to the construction and maintenance department and a reframing of the card request which includes specific information.

The name of the station in this event will be left to the participant. You may use the name of your regular place of employment if you feel most secure with that. The fact that this is a leased dealer station should indicate that it is a major oil company outlet and should be named accordingly.

Display

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of the ways to develop displays that feature merchandise as nearly as possible to the way it will be used.

1.2 Of how to develop copy for point of sale signs.

1.3 Of the uses of price cards as "silent salesmen."

1.4 Of the ways to letter and design a simple sign.

1.5 Of the principles of mass display.

2.0 Skill:
2.1 In arranging counter displays of merchandise.

2.2 In displaying merchandise as it can be used.

2.3 In arranging attractive window displays.

2.4 In using the best selling locations within the store or department to place effective displays.

2.5 In using various arrangements of merchandise in window or interior displays.

2.6 In lettering and designing a simple sign.

3.0 Attitude:
3.1 That the more customer exposure merchandise has, the more sales it should produce.

B. DESCRIPTION OF THE EVENT

In this event the participant will be given a layout of a service station, and a choice of any of the following items: a case of antifreeze, a case of carburetor starting fluid, windshield wipers, snow scrapers, STP gas treatment and oil treatment, snow tires, windshield washer fluid. The participant will indicate where the display would be built to be most effective, will actually build a display and make appropriate signs, and will write a paragraph (50 words or less), explaining the choice of location and products used and their good and weak points. The student will have 45 minutes to complete this event.

Human Relations

A. COMPETENCIES THIS EVENT EVALUATES
1.0 Knowledge:
1.1 Of how to show interest in others.

2.0 Skill:
2.1 In accepting criticism and turning it to your advantage.

2.2 In projecting a positive attitude.

2.3 In exercising self-control.

2.4 In representing the business favorably to others.

3.0 Attitude:
3.1 That customer loyalty can be enhanced by prompt attention to complaints or grievances.

B. DESCRIPTION OF THE EVENT

A young lady enters a service station sales office in the late afternoon with the complaint that one of the attendants that morning had failed to replace the gas cap on her AMC Gremlin. She noticed the loss when she parked at work, following the purchase of gasoline that morning. The cap is expensive, difficult to replace, and has a decorative value in the eyes of the customer, a point she stresses. It is your task, not only to please her, but to take what measures your station policy will allow you to redress the grievance and maintain her as a customer. A guideline of policy is included.

Management

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of how to maintain a worry-free work environment reasonably secure against ordinary hazards.

2.0 Attitude:

2.1 That training for employees and examples by management in the observance and uses of safety practices is also a prime responsibility of good management.

2.2 That it is necessary to take certain risks in order to continue operations and increase business.

B. DESCRIPTION OF THE EVENT

In this event a case study is presented whereby fumes from the unloading of an 8,000-gallon gasoline transport truck poses a potentially dangerous situation. The alternative measures to be taken to control the condition and at the same time continue business operations are the problems for the participants.

Mathematics

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Skill:

1.1 In adding columns of figures with facility.

1.2 In balancing cash and total sales at the end of the day.

1.3 In computing change using the minimum amount of denominations of each bill and coin.

1.4 In accurately calculating the exact amount of a customer's purchase.

1.5 In computing state sales tax.

B. DESCRIPTION OF THE EVENT

In this event the participant will balance total sales and cash for the day, complete an invoice, determine sales tax, compute change for parts and services rendered to a customer, and re-balance sales and cash.

Merchandising

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of the uses of forms and records necessary for inventory control.

2.0 Skill:

2.1 In participating in merchandise counts for physical inventories.

3.0 Attitude:

3.1 That complete assortments of wanted merchandise must be maintained at all times to stimulate best sales.

B. DESCRIPTION OF THE EVENT

In this event the participant will solve a case problem on merchandising for a service station and its inventory control system. Also, each student will take a test on merchandising procedures and terminology.

Operations

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of the functions of store maintenance.

1.2 Of the fact that proper care of store equipment and that proper stock arrangements can help prevent accidents.

2.0 Skill:

2.1 In handling and caring for store equipment.

3.0 Attitude:

3.1 That a well-kept store is a primary means of attracting and holding business.

B. DESCRIPTION OF THE EVENT

In this event the participant will be taken to a service station and given an inspection chart with a checklist indicating satisfactory, acceptable, and unsatisfactory conditions. Satisfactory conditions need no attention, acceptable conditions need some attention, and unsatisfactory conditions need immediate attention. Written recommendations should be made in all cases where an unsatisfactory condition exists.

Product and/or Service Technology

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of the fuel tank location on almost all models of automobiles.

1.2 Of when it is necessary to add oil to a crank case, and the ability to check the oil level.

2.0 Skill:

2.1 In checking liquid levels in the windshield washer.

2.2 In checking tire pressures.

2.3 In checking antifreeze (summer-winter coolant) protection.

2.4 In determining when water must be added to the radiator or battery, and when an automobile's oil level is low.

2.5 In explaining the features of different grades of gasoline and comparing their expected performance for customers.

3.0 Attitude:

3.1 That a salesperson must have sufficient knowledge of the merchandise he sells in order to answer a customer's questions satisfactorily.

B. DESCRIPTION OF THE EVENT

This event will take place in a service station setting. The participant will be informed what the policy of the service station is pertaining to customers who pull up at the pump. Using this information, the participant will be tested on his ability to perform a number of product and service tasks on an automobile.

Selling

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of how to detect and point out to customers the automobile parts that need replacement.

2.0 Skill:

2.1 In properly writing out sales checks.

2.2 In showing a genuine interest in the customer's problems.

2.3 In tactfully handling difficult customers.

3.0 Attitude:

3.1 That customers should be approached promptly and not be kept waiting.

3.2 That one should give the best customer service, with the customer always first in mind.

3.3 That salespersons should maintain a feeling of sincere interest in customers and their problems.

3.4 That each customer is an "individual."

B. DESCRIPTION OF THE EVENT

In this event each participant will have five minutes to prepare. Then, he/she will take part in a ten-minute role-play with the judge. The judge will have five minutes at the end of the 15-minute block to wind up the evaluation. (A 20-minute schedule allows for better flow).

PETROLEUM

Manager/Owner

Advertising

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of prices, sizes, and grades of merchandise being advertised in order to better promote it.

1.2 Of supply of merchandise available to back up advertising promotion.

1.3 Of types of media available for use in advertising.

2.0 Skill:

2.1 In keeping personnel informed of sales promotion activities.

2.2 In informing various classes of trade of special promotions.

3.0 Attitude:

3.1 And appreciation of advertising's role as a mass seller of merchandise.

B. DESCRIPTION OF THE EVENT

In this event you are an independent "key dealer" station operator for a major (Exxon) oil company. As such, you have the opportunity to buy at exceptional prices from your company subsidiary (Atlas) manufacturer passenger and light truck tires in various grades and sizes. To obtain this price consideration, however, you must buy in carload lots--800 plus tires--and take delivery at one time and place. Your terms are 1/10, net/30. At this time you have available space for storage which will be available to you for only 30 days and you must sell the tires within that time. Your station cannot hope to meet the sales deadline. You must make some mass volume sales at an attractive price to meet the 30-day deadline.

Communications

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of how to communicate with others in order to encourage their cooperation.

1.2 That verbal or written messages are often misunderstood.

1.3 That since interpretations placed on the spoken word vary with individuals, the speaker must so express himself that correct interpretations can be made by the listener.

2.0 Skill:

2.1 In communicating effectively with co-workers, customers, and supervisors.

3.0 Attitude:

3.1 That an important phase of management responsibility in any organization is communications.

B. DESCRIPTION OF THE EVENT

In this event the participant will assume that he is the manager of a major station. Confusion results from an improperly executed work order by a DE trainee. The participant's task will be to set the matter straight with a call to the paint crew foreman and by communicating with the trainee. The participant will use a tele-trainer or simulate a phone conversation to the foreman (judge) and speak to the trainee (judge) in such a manner--using language that exactly pinpoints the requirements--as to preclude any misunderstanding.

Display

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of the uses of price cards as "silent salesmen."

2.0 Skill:

2.1 In arranging counter displays.

3.0 Attitude:

3.1 That an item of merchandise should be allotted space on the basis of its projected sales volume.

3.2 That special displays can create a favorable price image in the mind of the customer.

3.3 That good visual merchandising plays a major role in the volume movement of goods.

3.4 That increased business from special activities can only be retained when the store displays its products in a pleasing and easy to shop manner.

B. DESCRIPTION OF THE EVENT

In this event the participant will play the role of a gasoline and oil sales manager for a three-store group of convenience outlets. Under circumstances which are closely circumscribed, he will make recommendations to increase sales to make his department more profitable.

Human Relations

A. COMPETENCIES THIS EVENT EVALUATES

This event is designed to evaluate the participant's attitude toward the established mores and accepted codes of conduct. The response should indicate his feelings toward and relationship with the so-called law-and-order establishment of the community of which he is a part. The response should also indicate his willingness to attempt the differentiation between right and wrong and come down on the side of the right.

B. DESCRIPTION OF THE EVENT

In this event the participant will study a situation dealing with an apparent stolen car. He will decide upon a course of action to resolve his part in the matter. He will be given an additional five minutes to orally justify his selection of the alternatives to the judge. The overall time allocation for this event is fifteen minutes--ten minutes for analysis of the problem, and five minutes for the explanation.

Management

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of how to maintain a worry-free work environment reasonably secure against ordinary hazards.

2.0 Attitude:

2.1 That training for employees and examples set by managers in the observance of uses of safety practices is also a prime responsibility of the manager-owner.

2.2 That it is necessary to take certain controlled risks in the interest of continuing business.

B. DESCRIPTION OF THE EVENT

In this event a case study is presented whereby fumes from the off-loading of an 8,000-gallon gasoline transport truck poses a potentially dangerous situation. The measures which you may take as manager to control the condition and at the same time continue business operations is the problem for the participant.

Mathematics

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Skill:

1.1 In adding columns of figures accurately and with facility.

1.2 In interpreting data.

1.3 In analyzing pertinent factors from a written or statistical report.

1.4 In translating percentages with facility.

1.5 In maintaining mathematically correct stock control records.

1.6 In figuring turnover and interpreting its relationship to sales and profits.

B. DESCRIPTION OF THE EVENT

In this event the participant will be given raw pump totalizer readings for the opening and ending of a 30-day period with instructions to arrive at gallonages for the individual pumps, the total gallonage for the time, and to translate the various results into percentages.

Merchandising

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of price line structures and the way prices psychologically affect the consumer.

2.0 Skill:

2.1 In interpreting consumer demand and in keeping informed of competitive conditions in your market area.

3.0 Attitude:

3.1 That the consumer is the determining factor in buying merchandise for resale.

3.2 That one must keep informed of supplier's products which can be sold profitably by the retailer.

3.3 That a balanced stock is the basis of good merchandising in that maximum value, customer goodwill, satisfactory profit, minimum investment, and rapid turnover can be achieved.

3.4 That if a store is to attain its share of the area market, merchandise must be bought and sold competitively.

3.5 That "in-store merchandising" which includes product selection, variety arrangement, plus the promotion and presentation products, is an important factor in profitable operations.

B. DESCRIPTION OF THE EVENT

A recently graduated petroleum DE trainee has succumbed to advertising of a great regional petroleum marketer (take your choice of: Conoco, Citgo, Crown Centrol, Fina, Skelly, Sunoco) which has expanded into virgin territory served presently by Exxon, Gulf, Texaco, Arco, and some independents with connections for products. His efforts to establish a business in the face of heavy competition and restrictive company policy forms the basis for this event.

Operations

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 And appreciation of the use and function of maintenance in the successful operation of a major service station.

1.2 That proper storage, care, and upkeep of station equipment is necessary for productive station operation.

1.3 That improper, or lack of maintenance of certain specified equipment can be hazardous, even lethal, to personnel, and can result in damage to merchandise, equipment, buildings, and customer owned property.

B. DESCRIPTION OF THE EVENT

In this event a problem describing a situation or condition deemed normal to the operation of a large, moderately high volume service station is provided to the participants for their solution.

Product and/or Service Technology

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of suitability of products.

2.0 Skill:

2.1 In analyzing a product in relation to current trends.

2.2 In using product facts to help customers make a buying decision.

2.3 In explaining features of different grades of gasoline and explaining and comparing performance.

B. DESCRIPTION OF THE EVENT

This event revolves around the servicing of a customer's car on the driveway of a major station. The team captain will be identified by a name label "MANAGER" displayed on the left shirt front. His assistant, is unidentified, which is in effect his identification. The team will attempt to sell merchandise to a car owner and his passenger (both judges) during routine servicing of the vehicle. The merchandise will consist of a replacement air filter and valve stem extensions. The need for these items will be "discovered" during the servicing. They will also, during this time, communicate their knowledge of the products to the judges at their prompting. This prompting may concern the tires, the gasoline, or both product and tires. The judges should attempt to elicit technical information in any case. To restate: The questioning may concern gasoline, oil, tires, or even all three products at various times during the event which is 15 minutes in length.

Selling

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of the approach to a customer.

1.2 Of methods to create desire and interest in the customer.

1.3 Of how to provide merchandise information for which the customer has what appears an obvious or genuine need.

2.0 Skill:

2.1 In sensing customer objections and handling or refuting them effectively.

2.2 In showing genuine interest in customer problems.

2.3 In closing a sale.

B. DESCRIPTION OF THE EVENT

Same as Product and/or Service Technology, Manager/Owner.

RETAIL TRADE, OTHER

Master Employee

Advertising

A. COMPETENCIES THIS EVENT EVALUATES
1.0 Knowledge:
1.1 Of the advantages and disadvantages of varying types of advertising media.

2.0 Skill:
2.1 And ability to compose an effective direct mail advertisement - a sample sales letter.

B. DESCRIPTION OF THE EVENT

In this event the student is a house-to-house salesman for a large vacuum cleaner company. He is told by the owner of the company that the company is planning to increase its advertising efforts and plans to use a form of direct mail to accomplish this. He is asked to list both the advantages and disadvantages of direct mail and to compose a sample sales letter stressing the introduction of a new commercial vacuum cleaner line, the BUS-VAC line.

Communications

A. COMPETENCIES THIS EVENT EVALUATES
1.0 Knowledge:
1.1 Of how to address other people in a business-like manner, whether they are customers, fellow employees, supervisors, or management.

2.0 Skill:
2.1 And ability to talk clearly and pleasantly, demonstrating spirit and enthusiasm in one's speech.

2.2 And ability to transmit a message with courtesy, correctness, clearness, conciseness, and completeness.

3.0 Attitude:
3.1 That the tone of an individual's voice can express sincere welcome and eagerness to be of service.

B. DESCRIPTION OF THE EVENT

This event involves a communications case problem. The participant will be given 30 minutes to read and analyze the case problem and select appropriate comments based on the case, to be organized into a 3-5 minute discussion of the case problem. The participant is given a list of factors which might be taken into consideration by the participant when discussing the case problem with the judge. The case problem involves a stockroom employee, Monte, who has a communications problem.

Display

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 And understanding of the elements of an effective display.

B. DESCRIPTION OF THE EVENT

This event deals with the factors involved in effectively evaluating a store display. The student participant is asked to orally identify the factors to use in evaluating the effectiveness of a display.

Human Relations

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Skill:

1.1 And ability to know the individuals in his organization, what jobs they do, and what is expected of them.

1.2 And understanding that a business cannot function properly without the individuals who work within it functioning properly.

1.3 And ability to exercise self-control during trying situations.

1.4 And ability to improve human relations with fellow employees.

B. DESCRIPTION OF THE EVENT

This event will be a role-playing event. The situation involves a department store manager (role-played by the judge) and a stockkeeper (role-played by the student participant). The stockkeeper is not performing his stock work satisfactorily, according to management. The manager has the responsibility of reviewing the progress being made by the student in an oral progress report. The manager explains his grievances and the stockkeeper relates his problems.

Management

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of the parts of a letter of application.

1.2 Of the parts of a resume.

2.0 Skill:

2.1 In writing an effective letter of application.

2.2 In preparing a resume.

2.3 In filling out an application blank -- neatly, legibly, and completely.

2.4 In effectively applying for a job.

2.5 In terminating a job interview.

3.0 Attitude:

3.1 That personal appearance is important in getting a job.

3.2 That an effective letter of application can help land the desired job.

B. DESCRIPTION OF THE EVENT

This event involves writing a letter of application, a resume, filling out an application blank, and a personal interview.

Mathematics

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Skill:

1.1 And ability to check the quantity of merchandise against an invoice.

1.2 In calculating the net amount of an invoice, given a percentage discount.

1.3 In determining the discount payment date, given a specific invoice.

1.4 In multiplying and extending figures with facility.

B. DESCRIPTION OF THE EVENT

In this event the participant will be given a package of merchandise, an invoice, and a Buyer's Order. The participant will verify the validity of the invoice, the calculations on the invoice, determine the total discount, the net amount, and compute the discount terms of the merchandise as stated on the invoice.

Merchandising

A. COMPETENCIES THIS EVENT EVALUATES
1.0 Knowledge:
1.1 And understanding of the meaning of merchandising.

1.2 And understanding of the relationship of stockkeeping to merchandising.

B. DESCRIPTION OF THE EVENT

In this event the participant will assume he is employed in the stockkeeping department of a large discount store. Each participant is given a memorandum from the store manager. The memorandum states that the participant, a DE training student, is not performing his job satisfactorily, according to department records. Consequently, the memorandum requests that the training student analyze his stockkeeping duties and be able to state orally how his stock work aides the store manager in merchandising.

Operations

A. COMPETENCIES THIS EVENT EVALUATES
1.0 Knowledge:
1.1 And understanding of the steps in the typical flow of merchandise from the vendor to the sales floor.

2.0 Skill:
2.1 And ability to correctly write out a purchase order for stock.

2.2 And ability to handle a claim against a carrier.

B. DESCRIPTION OF THE EVENT

This event involves three sections:

(1) A description of the steps in the typical flow of merchandise from the vendor to the sales floor.

(2) Completing a purchase order; and

(3) Filing a claim against a carrier.

Product and/or Service Technology

A. COMPETENCIES THIS EVENT EVALUATES
1.0 Knowledge:
1.1 Of the various functions of packaging.

1.2 Of the benefits of packaging to the customer.

1.3 Of the benefits of packaging to the business.

B. DESCRIPTION OF THE EVENT

In this event the participant is to analyze illustrations of three products and determine their packaging benefits and functions to the consumer and to the business. He is to present his findings to a judge.

Selling

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of the basic steps of a retail sale.

1.2 Of the selling features of merchandise.

2.0 Skill:

2.1 In selling an item of merchandise.

2.2 In writing out a sales check or customer receipt.

2.3 And ability to provide information about merchandise which will create desire or interest in the customer.

2.4 And ability to handle individual differences in customers.

2.5 In closing a sale effectively and at the right time.

2.6 In effectively using the steps of a sale.

2.7 In analyzing and gauging the needs of a customer.

2.8 In substituting a particular item of merchandise for merchandise not on hand.

2.9 In advising a customer on his needs.

3.0 In opening a sales conversation with a suitable statement or remark.

3.1 In seizing a customer's objections and effectively handling them.

3.2 In suggestion selling.

3.3 In listening to your customer.

3.0 Attitude:

3.1 That each customer is a distinct individual.

3.2 That genuine enthusiasm for merchandise during a sale will help create desire or interest on the part of the customer.

3.3 That a customer's objections must be overcome with respect.

3.4 That you are trying to provide the customer with personal satisfaction.

3.5 That successful selling depends upon adequate product information, the customer's understanding, and the salesperson's personality.

B. DESCRIPTION OF THE EVENT

This event involves a sales demonstration. The participant will be expected to skillfully go through the steps of a sale. He will not know what he is actually going to be selling until he arrives at the event.

RETAIL TRADE, OTHER

Manager/Owner

Advertising

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of the varying types of advertising media.

1.2 Of the advantages and disadvantages of varying types of advertising media.

2.0 Skill:

2.1 In selecting the advertising media appropriate to a particular given situation.

B. DESCRIPTION OF THE EVENT

In this event the student will be playing the role of a solicitor. The student is to represent a major greeting card manufacturing company, Current, Inc., and to be in charge of gaining new business clients (church groups, clubs, organizations, etc.) to sell the company's greeting card line in a specific area. The owner of the company is considering broadening his advertising efforts. He asks the student to prepare him a list of varying types of advertising media, and the advantages and disadvantages of each. From the above information, the student is to present a specific media recommendation.

Communications

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of the procedures for effective communications through a speech.

2.0 Skill:

2.1 In defining the purposes in a speech.

2.2 In assembling information for a speech.

2.3 In organizing a speech.

2.4 In effectively delivering a speech.

B. DESCRIPTION OF THE EVENT

In this event the participant is given the chance to choose one of three subject areas, all dealing with problem facing a store manager. The participant is to prepare a 5-7 minute speech, assuming the role of the manager of the store.

Display

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of the objectives of a display.

1.2 Of the varieties of interior and exterior displays.

2.0 Attitude:

2.1 That a good display can help create a sale.

2.2 That the more customer exposure an item receives, the more sales it should produce.

2.3 That displays add to the attractiveness of the store and make shopping more enjoyable.

2.4 That displays are a good way to lure customers into the store.

B. DESCRIPTION OF THE EVENT

In this event the student participant is to assume the role of assistant manager of a variety store. He realizes that displays do sell more merchandise. However, the new store manager in the variety store plans to reduce the store's display staff in half. The assistant manager has the task of convincing the manager of the importance of displays.

Human Relations

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 That a business cannot function properly without the individuals who run it functioning properly.

2.0 Skill:

2.1 In determining an employee's attitude toward his job.

2.2 And ability to know the individuals in his organization, what they do, and what is expected of them.

2.3 In exercising self-control during trying situations.

2.4 In improving human relations with employees.

B. DESCRIPTION OF THE EVENT

This event will be a role-playing event. The situation centers around a specialty shop manager, (student) and a stockkeeper, (judge) who is not performing his stock work satisfactorily. The manager has the responsibility of telling the stockkeeper what is not being done satisfactorily, and what measures the stockkeeper is expected to take in order to correct the unsatisfactory situation. The conversation between the two individuals will be taped on a tape recorder, and reviewed by the judge as a means of evaluation.

Management

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of the community factors which affect store location.

1.2 Of the factors involved in selecting an appropriate store location site.

1.3 Of the factors which should be taken into consideration when evaluating a building for a store.

B. DESCRIPTION OF THE EVENT

This event involves an explanation by the student participant of the factors that should be considered in effectively locating a store in a community, at a specific site, and in evaluating a building.

Mathematics

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Skill:

1.1 In adding columns of figures with facility and accuracy.

1.2 In accurately computing the exact amount of an employee's purchase using an employee discount.

1.3 In computing local, state, and federal taxes which must be applied in the sale of goods.

1.4 In calculating an employee's net salary.

1.5 In preparing an Income Statement.

1.6 In applying the percentage formula.

B. DESCRIPTION OF THE EVENT

In this event the student must demonstrate competency in performing math transactions of the usual nature typically encountered by the manager or owner in daily department store operations. The student will calculate the employee's discount on a sales ticket, compute the sales taxes and employee income taxes, and apply the percentage formula.

Merchandising

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of the vendor's terms and discounting policies.

1.2 Of the meaning of merchandising.

1.3 Of the relationship of stockkeeping to merchandising.

2.0 Skill:

2.1 In making a want slip.

2.2 In analyzing buying terms and making buying decisions based on information provided.

B. DESCRIPTION OF THE EVENT

This event involves role-playing. The student participant plays the part of assistant manager of Webster's Variety Store. Using his management ability, he is to solve three merchandising problems.

Operations

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of inventory control systems.

1.2 Of terms relating to stock turnover.

2.0 Skill:

2.1 In analyzing the significance of stock data, given the necessary information.

2.2 In distinguishing which items lend themselves to physical, and which lend themselves to perpetual inventory systems.

2.3 In figuring stock turnover in dollars.

B. DESCRIPTION OF THE EVENT

This event involves a series or operations problems.

1. A fill-in-the-blank section relating to stock turnover and inventory control.

2. A true-false test pertaining to inventory control and stock turnover.

3. A stock data problem.

4. A physical and perpetual inventory problem.

5. A stock turnover problem.

Product and/or Service Technology

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Skill:

1.1 In judging each customer's requirements.

1.2 In analyzing a customer service problem and making concrete recommendations based on specific facts.

2.0 Attitude:

2.1 That usually services and benefits are bought rather than goods or merchandise.

B. DESCRIPTION OF THE EVENT

This event involves a specific customer service problem. The student participant is to assume the role of assistant store manager of an appliance store. He must identify the true problem, consider the important facts, give several solutions, and make a final recommendation concerning the customer service problem.

Selling

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of the basic steps of a retail sale.

2.0 Skill:

2.1 In communicating sales messages to employees.

2.2 In applying the basic steps of a retail sale.

B. DESCRIPTION OF THE EVENT

In this event the participant assumes the role of an owner/manager of a vacuum cleaner business and is charged with "breaking in his new employees." He is to explain to them how to implement the basic steps of a retail sale. The judges will serve as the employees.

WHOLESALING

Master Employee

Advertising

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of the truth in advertising laws and regulations.

2.0 Skill:

2.1 In checking advertising proofs for corrections, omissions, and additions.

2.2 In developing ad layouts.

2.3 In writing advertising copy.

B. DESCRIPTION OF THE EVENT

In this event the participant is given a copy of an ad which he must proofread. He must submit a "good copy" of the advertisement in rough form.

Communications

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Skill:

1.1 In reading and following directions.

1.2 In effective speech and vocabulary.

1.3 In communicating skillfully in correct English to advance in business.

2.0 Attitude:

2.1 That poor or awkward grammar lowers the employees, the company image, and the merchandise value in the estimation of the customers.

B. DESCRIPTION OF THE EVENT

In this event the participant will proofread a letter for grammatical errors, spelling, and punctuation errors. The participant will correctly identify and circle the errors.

Display

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of the fact that the principles of color, harmony, balance, and proportion are important in display construction.

2.0 Skill:

2.1 In displaying merchandise as it can be used.

2.2 In using related item or logical grouping display to make it easier for the customer to shop.

2.3 In selecting merchandise that is current (seasonal) and timely.

3.0 Attitude:

3.1 That a good display of merchandise is a prime factor in developing a customer's interest.

3.2 That displays of merchandise should feature merchandise which the wholesaler and/or retailer anticipates that the public will be interested in.

3.3 That an item of merchandise should be allotted display space based on its sales potential and volume.

B. DESCRIPTION OF THE EVENT

In this event the participant will be given a bare wall on which to display an available assortment of hand tools of varying sizes and types.

Human Relations

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 That human relations in the wholesale organization consists of an interdependence with fellow employees, supervisors, retail customers, and suppliers.

2.0 Skill:

2.1 In showing an interest in others.

2.2 In maintaining an objective point-of-view in problem situations.

2.3 In representing the business favorably to customers and outside business associates.

2.4 In practicing human relations in dealing with individuals in the business community, and especially in handling individuals in the wholesaling and distribution center.

2.5 In avoiding misrepresentations of people, products, and policies.

2.6 In demonstrating initiative and creativity.

3.0 Attitude:

3.1 That a positive attitude is usually reflected in one's work.

B. DESCRIPTION OF THE EVENT

In this event the participant is given a case in which he has to make a decision as to how he will handle an immediate problem. He will report to a judge the explanation he will make to his employer upon his return.

Management

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 In determining the priority for processing merchandise.

1.2 Of all the departments within a warehouse transportation center or receiving stock room.

2.0 Skill:

2.1 In planning and organizing work.

B. DESCRIPTION OF THE EVENT

In this event the participant will write a proposal to describe the system he recommends for the most efficient handling of merchandise as it moves from one department to another, and the processes involved in handling it as it moves.

Mathematics

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Skill:

1.1 In analyzing charts and graphs and interpreting the data.

1.2 In accurately computing customer discounts, freight and delivery charges, advertising allowances, etc., when writing out a sales order.

1.3 In using the discounting and the dating methods employed in wholesaling.

B. DESCRIPTION OF THE EVENT

Within the context of a set situation, the participant will complete given forms and accurately compute the required items.

Merchandising

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of the uses of forms, abbreviations, and terms necessary in handling, shipping, and receiving records.

1.2 Of the usual or typical discounts and terms offered by manufacturers and wholesalers.

1.3 Of the term "open-to-buy," and the factors which influence it.

B. DESCRIPTION OF THE EVENT

Given a list of terms typically used in wholesaling, the participant will identify and interpret their meanings to a judge who will select the terms at random.

Operations

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of the procedures for reporting and handling damaged merchandise.

1.2 Of the procedures involved in checking merchandise in against an invoice.

1.3 Of the procedures for handling incorrect amounts and types of merchandise received.

1.4 Of the terms used in connection with the merchandise receiving and marking process, such as buyers' orders, invoice, direct check receiving record, sight check, f.o.b., vendor, and O S & D report.

2.0 Skill:

2.1 In determining shipping and receiving discrepancies and taking the proper action.

2.2 In handling incorrect amounts of types of merchandise received.

2.3 In accurately checking in merchandise against an invoice.

2.4 And ability to perform a number of recognition skills with speed and accuracy.

2.5 And ability to fill out forms, order cards, and inventory cards -- accurately and legibly.

B. DESCRIPTION OF THE EVENT

In this event the participant will be given a packet containing simulated transactions in receiving operations, directions, and necessary forms. The event will be timed and graded.

Product and/or Service Technology

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of the various governmental, state, and local laws regarding standards.

1.2 Of the various agencies that give protection to the ultimate consumer in his buying.

1.3 That the Federal Trade Commission takes protective measures as they apply to various products.

1.4 Of the wholesaler-retailer relationship.

B. DESCRIPTION OF THE EVENT

In this event the student will identify through label analysis, the government regulations and restrictions that influence the merchandising of a product. The student will prove his ability to express his understanding of the concepts of the government regulations, regulatory agencies, and relationships that exist for the wholesaler. The participant will defend his response to the test before a judge.

Selling

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of the importance of credit as a selling tool.

1.2 Of the importance of trade discounts and allowances as selling tools.

1.3 That customer loyalty can be built with timely merchandise and friendly service.

2.0 Skill:

2.1 In anticipating and analyzing customer needs.

2.2 In sensing a customer's objections and handling them as effectively as possible.

2.3 In determining customer wants and desires during a sale.

3.0 Attitude:

3.1 That genuine enthusiasm for merchandise during a sale will help create desire or interest in the customer.

3.2 That the act of selling is helping the customer obtain maximum satisfaction for money spent.

3.3 That a firms's policies are necessary to represent the viewpoint of management to customers.

B. DESCRIPTION OF THE EVENT

In this event the employee is a salesperson for a wholesale showroom in the apparel business. A customer inquires about the requirements of opening an account and raises an objection to the amount of the minimum order. The salesperson must determine whether the customer is raising a real objection or whether he can be sold. The salesperson must make a sales presentation utilizing company merchandising incentives as a means of making the sale.

WHOLESALING

Manager/Owner

Advertising

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of the purposes of advertising, such as to build customer traffic, build a reputation for the firm, establish sales volume, and introduce new products.

1.2 Of the types of information for events which might be of interest to the market target.

1.3 Of how to tie together advertising, sales promotion, and public relations programs in an effort to bring the business to the attention and consideration of the largest possible number of prospective customers.

1.4 Of the elements of an ad layout.

1.5 Of retailer-wholesaler relationships as they apply to the ultimate consumer.

2.0 Skill:

2.1 In preparing an advertisement layout.

3.0 Attitude:

3.1 That an appreciation for advertising in its role as mass seller, bringing together buyer and seller, and helping promote mass distribution for an economy geared to mass production is necessary.

B. DESCRIPTION OF THE EVENT

In this event a description of a complete line is given to the student and he is challenged to prepare an advertising layout to entice the retailer to carry his full line of products.

Communications

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 That there are successful ways to communicate with others in order to motivate them to work willingly.

1.2 Of the methods of communication within a company, and that the importance of knowing those methods is reflected in production.

2.0 Skill:

2.1 In interpreting report forms, inventory forms, and other related business communications.

2.2 And ability to assist with training or teaching others.

3.0 Attitude:

3.1 That communications within a company will result in a more efficient operation with mutual benefits to all.

B. DESCRIPTION OF THE EVENT

In this event the participant is given 30 minutes to outline a training session in which he will demonstrate the proper way to fill out the various forms used to record and dispatch merchandise within a company. He then will implement his plan before the listening audience. A judge will rate the presentation.

Display

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of how to plan and schedule displays and display themes in advance.

2.0 Skill:

2.1 In selecting merchandise for displays that are current and timely.

2.2 In using the best selling locations within the showroom or retail store to place effective displays.

3.0 Attitude:

3.1 That window displays of merchandise should feature merchandise in which the wholesaler and/or retailer anticipates that the public will have interest.

3.2 That an item of merchandise should be allotted display space based on its sales potential and volume.

3.3 That when purchasing display supplies or fixtures, the firm's image must be considered.

3.4 That good display plays a major role in the volume movement of goods in retailing and wholesaling.

3.5 That it is important to maintain the wholesale-retail relationship.

B. DESCRIPTION OF THE EVENT

In this event the student, in the role of assistant manager of a wholesale store, is to prepare a checklist of display principles explanatory enough to be sent to small retail stores as helpful information to aid in constructing effective displays.

Human Relations

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Skill:

1.1 In exercising self-control during trying situations.

1.2 In maintaining customer loyalty.

2.0 Attitude:

2.1 That a supervisor should set an example of personal work habits and character which employees can emulate.

2.2 That human relations within a company build good public relations.

2.3 That good human relations depend on the personality factor and the adjustment of personalities.

B. DESCRIPTION OF THE EVENT

A lost shipment which the wholesaler special ordered for a customer has been lost enroute from the supplier. The customer is pressed to have the paint which he ordered so that his showroom can be repainted before the annual Christmas market at the trade mart. The customer has been doing business with the wholesaler for several years and is a major account. If a decision is not made which will satisfy the customer, NOW, the account will be lost.

Management

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of the firm's procedures for evaluating employees.

1.2 Of how to make decisions on hiring, promoting, or dismissing employees.

2.0 Skill:
2.1 And ability to select those personnel most nearly qualified for employment when recruiting potential employees or replacement personnel.

2.2 In making quick decisions.

2.3 In maintaining a minimum personnel turnover.

B. DESCRIPTION OF THE EVENT

Personnel selection problem: Two employees in the company want the job of buyer. After considering their qualifications, the Personnel Director (the participant) must exercise his options of whether to hire from within, one of these employees, or to hire from out of the company. He must try to keep the employee who will not get chosen for the job from quitting the company. He has 15 minutes to make his decision, and ten minutes to present his decision and defend it before a judge.

Mathematics

A. COMPETENCIES THIS EVENT EVALUATES
1.0 Knowledge:
1.1 Of analyzing charts and graphs and interpreting the data.

2.0 Skill:
2.1 In determining the billed costs of merchandise after figuring quantity and trade discounts which the manufacturer offers.

2.2 In computing discounts and dates to be used in wholesaling.

2.3 In converting "cost" figures to "retail" figures.

B. DESCRIPTION OF THE EVENT

The participant will be given a test covering the prescribed competencies.

Merchandising

A. COMPETENCIES THIS EVENT EVALUATES
1.0 Knowledge:
1.1 Of how to determine and interpret current trends in sales, customer buying habits, styles, etc.

2.0 Skill:
2.1 In identifying government regulations and restrictions that influence merchandising.

3.0 Attitude:

3.1 That one must be constantly alert to discover "hot items" and follow through with additional merchandising and promotional activities.

B. DESCRIPTION OF THE EVENT

In this event the student will identify, through label analysis, the government regulations and restrictions that influence the merchandising of a product. Second, the event participant will design a label for a designated product.

Operations

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of the bookkeeping and accounting processes which accompany the receiving and marking system.

1.2 Of the procedures for filing claims for merchandise damages, shortages, and overages on carriers or manufacturers and/or suppliers.

1.3 Of the various modes of transportation used in shipping merchandise from the vendor to the warehouse and retail store.

1.4 Of the various sources available to aid in the tracing of lost goods.

1.5 Of how and where wholesaling applies to channels of distribution.

1.6 That customer goodwill is vital to maximizing profits.

2.0 Skill:

2.1 And ability to determine in various situations the most efficient way to get the job accomplished.

2.2 In determining the routing and quantities for transportation of goods to keep transportation costs at a minimum.

2.3 In determining routing and quantities for transportation of goods to provide the fastest delivery.

2.4 In handling all documents used in the distribution and materials handling process in routing merchandise from the manufacturer to the wholesaler to the consumer.

2.5 In making quick decisions.

B. DESCRIPTION OF THE EVENT

A lost shipment which the wholesaler special ordered for a customer has been lost enroute from the supplier. The customer is pressed to have the paint which he ordered so that his showroom can be repainted before the annual Christmas market at the trade mart. The customer has been doing business with the wholesaler for several years and is a good account.

The participant is to decide what action he, the manager-owner would take in this given situation. He will be given 15 minutes to make a decision and/or decisions and he will defend this action before a judge. The participant is allowed 15 minutes to defend his decision or decisions.

Product and/or Service Technology

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of the protective measures behind standards, grades, and labels.

1.2 Of the various governmental, state, and local laws regarding standards.

1.3 Of the various agencies that give protection to the ultimate customer in his buying.

1.4 Of the Federal Trade Commission protective measures as they apply to various products.

1.5 Of the wholesaler-retailer relationship.

B. DESCRIPTION OF THE EVENT

Same as Product and/or Service Technology, Master Employee.

Selling

A. COMPETENCIES THIS EVENT EVALUATES

1.0 Knowledge:

1.1 Of the importance of prospecting for customers continuously.

2.0 Skill:

2.1 In maintaining a clientele prospecting plan.

2.2 In methods of prospecting.

3.0 Attitude:

3.1 That the customer needs the service or product.

B. DESCRIPTION OF THE EVENT

Given a profile of a city which has maintained a steady growth, a sales manager discovers that his growth in sales is not keeping pace with its potential. The participant, in the role of the assistant sales manager, is to propose a plan to gain new clients, to maintain and stimulate present customers, and to re-establish inactive accounts.

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